

# CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION

JANUARY 1951



**Q** What do "crocodiles" do in our coal mines?

- The miners keep them as pets ☐  
 They help remove the coal ☐  
 They warn miners of bad air ☐

**A** "Crocodiles" help remove coal. The modern automatic coal-loading machine, which miners sometimes call a "crocodile," really looks like one. Broad "teeth," revolving toward the center of the machine's "mouth," pick up the loose coal at the rate of six tons *per minute*. Machines like this make the miner's job much easier and far more productive than in the past.



## GUESS AGAIN!

A quick quiz on Bituminous Coal  
 ... the answers to which may surprise you and your pupils!

**Q** Here is a scrambled list of bituminous coal's best customers. Put them in proper order, with the biggest user first.

RAILROADS  
 RETAIL DEALERS

COKE, GAS & CHEMICALS  
 ELECTRIC POWER UTILITIES

**A** In proper order, the list would read as follows: Coke, Gas & Chemicals (92,000,000 tons); Retail Dealers (90,000,000 tons); Electric Power Utilities (81,000,000 tons); Railroads (72,000,000 tons).

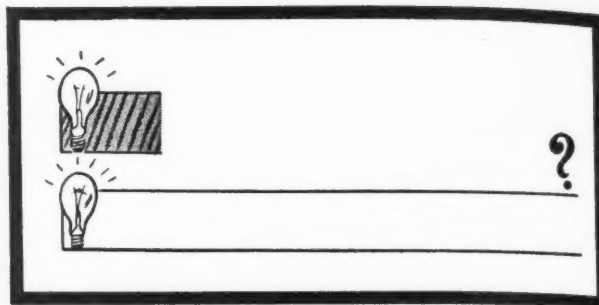
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## BITUMINOUS COAL

### BITUMINOUS COAL INSTITUTE

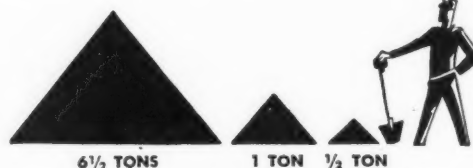
A DEPARTMENT OF NATIONAL COAL ASSOCIATION  
 WASHINGTON, D. C.



**Q** Bituminous coal leads all other fuels in the generation of electricity. And nearly every year, Electric Power Companies get more electricity from one ton of coal than they did the year before. The upper bar shows how much electric power *one ton of coal* produced in 1914. On the lower bar, block in how much power you think that same ton produces today.

**A** On the average, Electric Power Companies now generate over *three times* more power from each ton of coal than they did in 1914. Recently, engineers have built even better generating plants which will produce over *five times* more power than the 1914 average.

Coal in the ground hasn't changed during this time. But since 1914, new preparation machinery has greatly improved the quality of coal. And during that same time, better coal-burning equipment has continually boosted coal's power output.



**Q** If you were a miner, using today's modern equipment, how much coal do you think you could get out in the average working day? Check the proper pile.

**A** Check the biggest pile: The American miner averaged 6 1/2 tons of coal per working day in 1949. By way of comparison, an American miner produces as much coal as six British miners. The chief reason for American leadership is modern machinery. Today in our underground bituminous mines, about 91% of the coal is mechanically cut, and about 60% is mechanically loaded.

# CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

JANUARY 1951 . . . Volume 47, No. 1

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THERE ARE 63,000 COPIES OF THIS ISSUE

DR. REX H. TURNER *President*

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State Headquarters

391 Sutter Street

San Francisco 8, California

## THE COVER PICTURE

### Half Dome, Yosemite

*From Glacier Point, looking up  
Tenaya Canyon*

**M**AJESTIC Half Dome — to many visitors the very symbol of Yosemite — dominates the spectacular valley from 4892 feet above its floor. The great monolith is on such a grand scale that its size is hard to grasp: the free-standing upper portion is more than  $\frac{3}{4}$  mile wide and  $\frac{4}{10}$  mile thick, and has a summit area of about 13 acres.

The tall broad shaft was formed unknown ages ago when molten rock flowed upward into a "mold" in the earth's crust and slowly crystallized into one solid granite block, in roughly the shape known to us today. Succeeding ages removed overlying rock layers, revealing the massive column. The roundness of the top and back is the result of at least 12,000,000 years of exfoliation (the casting off of successive curving shells or scales from the exposed surface). The sheer north side is a much younger surface, cleaned off in more recent times by the Tenaya Glacier, which flowed beside it and carried away thin sheets of rock that had begun to crack off. No glacier ever covered the Dome; the highest was 500 feet below the summit.

Although most Yosemite visitors are content to look at Half Dome from below, the more energetic may ascend to its 8852-foot summit with the aid of a fixed cable on the eastward shoulder, and are rewarded with an extraordinary view of the Valley and of the surrounding high country. — By Charlotte E. Mauk, assistant secretary of Sierra Club. Photo by courtesy of the Yosemite Park and Curry Company.

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# Notice of Initiative Proposal Affecting The California Teachers Association

At its meeting on December 9, 1950, the Board of Directors and the State Executive Secretary were officially presented with petitions signed by more than 10 per cent of the members of the California Teachers Association requesting that the following proposal affecting the Association be submitted to a vote of the membership:

## "PROPOSAL

"WHEREAS, it is deemed by the members of this Association to be to their best interests and to the best interests of the Association that the Articles of Incorporation and By-Laws of the Association be amended as hereinafter provided:

"NOW, THEREFORE, BE IT RESOLVED that the number of directors of this Association be changed from nine to twelve by amending Article Fifth of the Articles of Incorporation of the Association to read as follows:

"Fifth — That the number of directors of said Association shall be twelve; and the names and residences of the directors who are appointed for the first year and to serve until the election and qualification of their successors are as follows, to-wit:

"M. E. Dailey, San Jose, California; E. C. Moore, Los Angeles, California; J. H. Francis, Los Angeles, California; C. L. McLane, Fresno, California; C. C. Van Liew, Chico, California; E. B. Wright, Stockton, California; Fred T. Moore, Alameda, California; J. W. McClymonds, Oakland, California; A. F. Lange, Berkeley, California.'

"AND BE IT FURTHER RESOLVED that the State Council of Education of the Association be directed to adopt an amendment to the By-Laws of the Association amending Section 1 of Article III of said By-Laws to read as follows:

"Section 1. *Composition.* The board of directors of the Association, consisting of 12 directors, shall exercise all of the corporate powers of the Association, subject to the limitations and restrictions provided by law and in these By-Laws, and to the policies established by the State Council of Education. Each Section of the Association, other than the Bay Section and the Southern Section, shall be entitled to have one of its members on the board of directors. The Bay Section shall be entitled to have three of its members on the board and the Southern Section shall be entitled to have five of its members on the board.'

"AND BE IT FURTHER RESOLVED that the members of this Association hereby adopt and approve of said amendment of the Articles of Incorporation of the Association and said proposed direction to the State Council of Education, and they hereby direct the Board of Directors of the Association and the State Council of Education to place this proposal into effect."

Pursuant to Section 1 of Article XII of the By-Laws, the Board directed that this notice of such proposal be published in the January and February issues of the CTA Journal and that a ballot for use by the members in voting on the proposal be published in the March issue, together with detailed instructions concerning the completion and return of the ballot. The Board also directed that this notice and the instructions accompanying the ballot specify that, as required by the provisions of Section 9400 of the California Corporations Code, the affirmative vote of a majority of the active members of the Association, and not merely a majority of those who return ballots, will be required to authorize further action on the proposal. — Arthur F. Corey, State Executive Secretary.

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### EDUCATION and National Defense

**T**HE fears that a major effort in mobilizing our country for defense would intensify the already critical problems in the schools, are now shown to have been well founded. The failure of governmental authorities to establish rigid controls on the cost of living is making teachers salaries more inadequate with every passing day.

Even if controls are now promptly applied, adjustments must be made in school support to meet the results of inflation on the cost of education since the establishment of the present levels of support. If controls are further delayed, the already dangerous margin between available school funds and minimum school needs will continue to widen.

### THE SCHOOLS are Vital to Defense

**T**HE present world crisis is not temporary. What is going on in the schools today is an imperative segment of our defense program for tomorrow. The young people now in the schools are the human resources who must carry the brunt of a continuing defense effort. Modern military methods demand an educated personnel.

Neglect of education today could only be defended on the premise that the present national danger would be brief and, therefore, that we could afford to waste a generation in meeting the present crisis. Such a course of action would not be consistent with historical experience. It would be national folly.

There is every reason to believe that a reservoir of intelligent, educated youth will be just as important to the security of our country five or ten years hence as it is today. No country is rich enough to afford to solve any immediate crisis by sacrificing the welfare of its children.

### SCHOOLS NEEDS are Urgent

**I**N other pages of this issue are outlined the legislative goals agreed upon by the State Council of Education at its recent meeting in Los Angeles. These broad and challenging goals are established because a confused world situation and a complicated and difficult state financial picture do not relieve educational leadership of the responsibility of keeping the needs of the schools constantly before the Legislature and the public. — A.F.C.

# CALIFORNIA—Here We Come!

By Myrtle Gustafson, Oakland; Chairman, NEA Planning Committee;

Junior NEA State Director for California

**C**ALIFORNIA, *Here We Come*," is the rousing song of some 5000 delegates and visitors who are planning to attend the Representative Assembly of the National Education Association to be held July 1-6, 1951, in San Francisco. The Palace has been selected as the Headquarters Hotel.

Plans are under way for one of the largest Representative Assembly meetings ever to be held. Representatives of the NEA staff are working with the California Planning Committee on the 1951 NEA Representative Assembly meeting. All reports indicate that the 1951 San Francisco meeting will be "bigger and better" both in attendance and in program.

The 1951 meeting marks an innovation in the usual plan of organization in that California Teachers Association is sponsoring the meeting. This means that while San Francisco is the host city, all of the local associations in the state will share the responsibility as well as the honor.

## Planning Committee Established

In planning the convention, California Teachers Association appointed an NEA Planning Committee to work out preliminary arrangements and to appoint working committees. The NEA Planning Committee comprises the following persons, — Myrtle Gustafson, Chairman; Marguerite Connolly, Mary Flinn, Mrs. Louise Gridley, Wallace Hall, Helen Holt, Watt Long, Frank Parr, and Rex Turner.

This committee has been most fortunate in having the finest possible cooperation and assistance from the office of the superintendent of San Francisco schools. Dr. Herbert C. Clish and his staff have offered their services and help on every problem. The committee is also fortunate in having the help of the CTA staff, with Dr. Frank W. Parr appointed as staff liaison member of the committee.

Representatives from the NEA who have visited California to discuss convention plans are Dr. Karl Berns, Assistant Executive Secretary, and Belmont Farley, Director of Press and Radio Relations. The San Francisco Convention and Tourist Bureau is also generously assisting with registration, housing, and entertainment plans.

## Other Committees

Civic leaders in the state have shown their interest in the meeting by agreeing to act as sponsors of the NEA Representative Assembly in San Francisco. Heading the list is Governor Earl E. Warren.

The various sub-committees, appointed by the Planning Committee

to develop the plans for the convention activities, are as follows:

**Classroom Teachers Night** — Co-chairmen: Marguerite Connolly, Mrs. Nora Pearson.

**Decorations, Signs and Posters** — Co-chairmen: Myrtle Gifford, Archie Wedemeyer.

**Finance** — Co-chairmen: Oscar Anderson, Arnold Joyal.

**Friendship Night** — Co-chairmen: Mary Sweeney, Genevieve Jordan.

**Hospitality and Sightseeing** — Co-chairmen: Elizabeth McFeely, Margaret Girdner.

**Information and Registration** — Co-chairmen: Richard Ryall, Mrs. Alice Hubner.

**Meeting Places and Ushers** — Co-chairmen: Morris Williams, Sylvester Kelly.

**Publicity** — Co-chairmen: Herbert C. Clish, Vaughn Seidel.

**State Headquarters Rooms** — Co-chairmen: Asenath Rutland, Lucille Batdorf.

## California Expects To Be First in NEA

Local associations will want to make their plans to send a large representation to the meeting. This meeting affords a wonderful opportunity to participate in the program of the NEA, both in the Representative Assembly, which is the policy-making body of the association, and in the discussion groups working on professional problems. In order to elect a representative to the Representative Assembly a local association must be affiliated with the NEA and have at least 51 NEA members. The number of representatives is based upon the total NEA membership; affiliation dues of \$5 should accompany the application.

With the NEA coming to California, our local associations will want to increase the membership in NEA in order to achieve our goal of **California First in NEA**. Pennsylvania still holds first place, although California has a

larger number of teachers. Now is the time for an all-out drive for membership! NEA memberships are to be sent to the executive secretaries of the CTA Sections.

## Convention Features

Some of the special features of the convention program will be the department and commission meetings on Monday, the daily Representative Assembly morning session, discussion groups on a wide range of subjects in the afternoons, and outstanding speakers at the evening programs. All NEA members are invited to attend all meetings, but only authorized delegates may vote in the Representative Assembly.

One of the festive social activities is Friendship Night, which affords all members an opportunity to meet the executive staff, officers, and candidates for office. Entertainment, refreshments and dancing are included in the plans for Friendship Night; the Palace Hotel will be the setting for this event.

The committee in charge of Classroom Teachers Night has a great treat in store for all of the members. In place of the traditional dinner limited to 300-500 persons, the committee has enlisted the help of the Standard Oil Company of California, in providing a Symphony program, to be followed by a reception for the officers and representatives of the Classroom Teachers Department, with refreshments and a social hour in the Civic Auditorium. All NEA members are invited.

The Hospitality and Sightseeing Committee is planning some very interesting entertainment for the wives and family members who accompany the delegates. A style show, motion picture preview, and tea are among the courtesies planned. Schedules of sightseeing trips by bus and boat will be available at all Information desks. The committee hopes to prepare a booklet listing good restaurants, interesting books about California, places to go, and things to do.

The Housing Bureau has been asked to furnish a list of motels as well as hotels in the area. Reservations will be handled by the NEA Convention Housing Bureau.

## Work for All

The committees need YOUR help and YOUR suggestions in carrying out these plans. Already scores of individuals and local associations have volunteered their services. The major part of the preliminary planning will rest upon the local committees. During the convention there will be many jobs. We hope that every California delegate will first of all consider himself a member of a statewide reception

committee to offer hospitality and service to our guests from all over the United States and the world. All Californians should report to CTA headquarters frequently in order to volunteer services.

The Finance Committee will be kept busy as they work out financial details with all of the committees. While the NEA takes care of all rental and expense in connection with the Assembly, group, and general programs, the California local associations as hosts will be called upon to finance the hospitality, entertainment, decorations, social activities, and courtesies to our guests. The Finance Committee at present estimates the costs of the convention to be borne by our California

local associations will be at least \$15,000. Such an amount can be raised on a prorated rate of approximately 50 cents per member.

Many local associations and sections of the state are canvassing their resources to see if they can contribute to a collection of souvenirs for our guests.

**ALL suggestions and offers of service should be directed to the 1951 NEA Planning Committee, California Teachers Association, 391 Sutter Street, San Francisco 8.**

Now is the time for local associations to plan for the San Francisco NEA Convention to be held July 1-6, 1951.

employment relationships, in-service relationships, and re-employment relationships are set forth, all designed to substitute orderly and formally-approved procedures for uncharted action in the selection, supervision, and re-employment of teachers.

"Procedures can and must be developed to meet problems arising out of deficient performance so as to permit and assist correction of the deficiency and a solution of the problem before consideration of possible discharge procedures," the report declared. "These procedures should strengthen members of the profession and make resort to dismissal proceedings unnecessary in most cases."

Intensive discussion of the expanded services program recommended by the special committee on Services and Dues was requested in every Section before the forthcoming April Council meeting, so that delegates would be fully instructed on their vote at that time.

#### Services Cost Dues

Expansion of committee activity, public relations, field service, research, and the CTA Journal, and creation of a commission on Teacher Education and Professional Standards, was recommended in the committee's report, with a price tag of \$3 added to annual dues. Another \$2 was recommended to provide more adequate financing of Section activities.

These additions, along with the \$1 increase already approved and earmarked for the building fund, would make a total of \$12 per year or \$1 per month in State and Section dues.

Each Section is making plans to explain the program to all its members, with the understanding that the increase will not be voted in April unless the services are understood and desired by a majority.

Meanwhile, remodeling of the new CTA building at Sutter and Taylor streets in San Francisco already is under way, following final approval of the \$1-per-member building fund assessment now being collected. Retirement of building debts within five or six years is anticipated under this plan.

#### Tenure Defended

Vigorous opposition to the tenure law revisions proposed by the California School Trustees Association was requested by the Tenure Committee and voted by the Council. CTA attorneys advised that the existing legal provisions which the trustees proposed to repeal or weaken are es-

## State Council Adopts Auto Insurance Plan

LOCAL ACTION SOUGHT ON PERSONNEL POLICIES,  
EXPANDED SERVICES PROGRAM, PUBLIC RELATIONS

By Harry A. Fosdick

**ACTIONS** of historic importance to the teaching profession in California were the product of discussion and debate at the semi-annual meeting of the California Council of Education in the Los Angeles Biltmore Hotel, December 8 and 9, 1950.

Savings to teachers through statewide group insurance plans . . . security to teachers through protection of present tenure laws and development of improved personnel procedures . . . improved salaries for teachers through an improved school financing legislative program . . . and stronger professional action by teachers through a proposed program of expanded services supported by increased dues — these were the major actions of the busy Council session.

#### Insurance Program Adopted

Probable savings of approximately 40% on automobile insurance premiums were made possible when the Council voted overwhelming approval of the CTA plan proposed by the special committee on group insurance. Details of the plan, reported first in the October 1950 CTA Journal, are outlined on Pages 16, 17 of this issue. Average annual savings to teachers using this service are expected to be \$30 or more.

The Council also authorized the State Board of Directors to adopt the health insurance program which the Insurance Committee reported is nearing completion. Hospital, surgical, medical, and catastrophic coverages will be included in a group policy, which the committee predicts will be far more attractive than any health plans now available to teacher groups.

Adoption of the health program in January or February seems likely. The Insurance Committee plans to arrange group coverages in life insurance, in-

come protection, and personal liability during 1951.

Local teacher associations, administrators, and governing boards were urged to take immediate steps to formulate personnel policies, with the aid of proposals contained in the progress report of the Joint Committee on Personnel Procedures.

#### Personnel Procedures Recommended

Teachers and administrators from both tenure and non-tenure districts represented the CTA, and trustees from various types of districts represented the California School Trustees Association on the joint committee which has been studying problems in personnel relationships since September.

In adopting the committee's progress report, the Council directed the Board of Directors to have the report published, so that it could be jointly distributed to teacher associations, administrators and trustees.

Suggested principles to guide pre-

sential to the protection of teachers against arbitrary action.

"No one desires retention of incompetent or otherwise unsatisfactory teachers, but the remedy for such a situation lies in the development of intelligent personnel procedures by the cooperative efforts of trustees, administrators and teachers as recommended by the Joint Committee on Personnel Procedures, rather than in any attempt to emasculate the tenure law," the Tenure Committee report said.

#### Opinion Poll Planned

Pointing out that in the task of interpreting today's schools to the public, it is essential to ascertain first what the public thinks, the Council adopted a Public Relations Committee recommendation that the CTA sponsor a scientific, statewide public opinion poll this year.

The Board of Directors was authorized to devise means of financing the poll either by direct appropriation, by contributions from the various Sections or local associations, or by any combination of these devices.

Major purpose of the poll, the Council agreed, is for public relations guidance of the profession at all levels. Cost was estimated at between \$5,000 and \$7,000.

The Council also adopted the Public Relations Committee-sponsored resolution praising the California Congress of Parents and Teachers for organizing and conducting study-groups to examine the teaching of fundamentals in California schools.

Calling this activity an effective method in creating understanding be-

tween schools and the public, the resolution urges "teachers at all levels to cooperate with the Parent-Teacher Association in their activity."

#### Representation Sought

Development of a plan with the State Department of Education to provide CTA representation on the Commission of Credentials and the Accreditation Committee was requested by the Teacher Education and Professional Standards Committee in its Council-adopted report.

The CTA Board of Directors was given the responsibility of developing such a plan, and was requested to report results at the April meeting.

The Council also endorsed recent State Department of Education action in revising general secondary credential requirements, effective September 1, 1951, but urged the Commission of Credentials to reconsider its even more recent action modifying the effective date for some universities.

#### Minutes to Chartered Locals

Important legislative action by the Council, reported elsewhere in this issue, completed the major decisions made at this action-packed two-day session.

Other details from committee reports and Council discussion will be included in the complete minutes which will be sent to the affiliated local associations this month—the first occasion on which the plan will be followed as determined last spring, to aid in bringing the State and affiliated local associations into closer contact.

county school service and supervision funds and to seek removal of the 15-hour limitation in adult education. The apportionment program will be submitted in two separate bills, with the continuing procedural provision in one and the new expanded financial provisions in another.

#### The Approved Program

The approved program calls for the state to give every school district a basic aid payment of \$100 a year for each unit of average daily attendance, regardless of the financial ability of the district to finance its own program. The present basic aid is \$90. It is prescribed in the state constitution.

Foundation programs, the minimum which the state will guarantee at each level under the proposals, were set as follows:

Elementary: \$185 computed on the basis that a local tax of 65c per \$100 of assessed valuation is levied. For poor districts a \$196.25 program would be guaranteed, providing the district levied the maximum tax of 90c.

High School: \$210 with a 40c tax; for poor districts, \$260 with a maximum tax of 75c.

Junior colleges: \$250 with a 25c tax.

The above program, together with a somewhat modified provision for transportation, would increase state costs by \$54,617,503, according to estimates of the State Department of Education.

The proposed changes would up state educational expenditures by the following amounts: elementary, \$29,588,000; high school, \$3,961,000; junior college, \$1,468,503; 175-day provision, \$1,100,000; current reimbursement for growth, \$18,000,000; transportation, \$500,000.

Other Council decisions on finance matters were to:

Replace the existing obsolete tax rate limits with ones more in line with current needs of the schools.

Provide for repayment to the state of loans from the \$250,000,000 building aid fund through the levy of a local tax in excess of the bond levy rather than through deduction of the amount from the district's apportionment as now provided.

Permit an excess tax levy to meet the cost of maintaining school and recreational facilities used under the Civic Center and Community Recreation Acts.

Clarify the law regarding transfer of property from one district to

## CTA Legislative Goals—

### SUMMARY OF ACTIONS AT RECENT STATE COUNCIL MEETING

By Robert E. McKay

**H**ERE are the legislative goals fixed by the State Council of Education at its Los Angeles meeting on December 9:

A school finance program involving an estimated increase of \$55,000,000 in state aid.

Additional state taxes to go into the General Fund for aid of education.

Local tax maximums more in line with current school needs than the obsolete ones which now exist.

Twenty-four other changes in Education Code sections affecting everything from credentials and contracts to institutes and incidental expenses.

#### Finance

The new finance proposals highlight the program. They include higher foundation programs for each level, increased basic aid for all schools, current reimbursement for ADA, bonuses for newly unified districts, lapsation of unnecessary small districts, and establishment of 175 days as the divisor in the calculation of ADA for districts operating school 175 days or more.

The Council also decided to renew its proposals of the last two sessions of the Legislature relative to the

another in the event of boundary changes such as those involved in the San Jose and Campbell situation.

Provide for payment from subsequent year's State School Fund of any money judgment ordered by court in correction of an apportionment made by State Superintendent of Public Instruction. This would prevent interference by court action with current apportionment.

Redesignate the present district emergency fund as a district revolving fund.

Permit school board members to travel on school business at district expense.

#### Tenure

Unanimous opposition was voted to proposals of the California School Trustees for broad changes in the tenure law and the establishment of new procedures for dismissal of teachers.

#### Salaries

Authority to make salary adjustments during the school year would be granted under proposed legislation approved by the Council. Such adjustments have been ruled legal in some counties, illegal in others.

#### Teacher Education and Professional Standards

The Council approved in principle legislation to clarify the application of the general elementary credential to kindergarten teaching, but urged that further interpretation of the law be sought from the Attorney General before such legislation is introduced.

#### Adult Education

Approved were recommendations for legislation to:

Authorize an incidental expense account for supplies and materials used in adult education classes, to collect a tuition fee not to exceed 50c per student, and to expend such money for approved purposes.

Permit termination at any time in the school year the additional part-time employment in adult classes of a certificated employee holding a full-time assignment in the same district.

Clarify the amount of credit for teaching service to be allowed a teacher of adult classes toward permanent status.

Following are other Council actions affecting legislation:

#### Employment

Permit superintendents contracts to be rewritten at the end of any year by mutual consent.

Require reasonable notice before termination of superintendents' contracts.

Authorize the granting of four-year contracts to deputy and assistant superintendents.

Increase the salaries of Associate and Deputy State Superintendents of Public Instruction.

Authorize union and junior college districts to employ educational consultants.

Permit term contracts for employees of county superintendents.

#### Miscellaneous

Relieve school board members and employees of liability for injury or damage involving students above compulsory school age voluntarily attending classes or field trips in buildings or premises not owned by school district.

Clarify interpretation of provisions granting 30 days pay for teachers entering armed forces, especially for those absent less than 180 days.

Authorize a superintendent to allow a teacher to attend an institute outside the district in complete satisfaction of the requirement for local institute attendance, providing there be no cost to the district granting the request. The present law permits only one day of such substitute attendance.

#### Retirement

Guarantee members of local retirement systems benefits equal to those which they would have received had they retired as members of the state system.

Correct the law which inadvertently permits payments of two instead of only one death benefit to the beneficiaries of some teachers who die prior to retirement.

Correct uncertainty about locally credited service.

Authorize California membership in the National Council on Teacher Retirement.

The Council approved the Retirement Committee report that:

Action on a proposal to lift the \$5,000 ceiling on computation of retirement contributions and benefits be postponed until the April Council meeting and that sections and local organizations be solicited for reactions to the proposed change.

All proposals for reduction in years of service required to qualify for the full \$600 Permanent Fund benefit and for computation of benefits solely on service regardless of age be tabled.

No change be made in the Council's already established opposition to the granting of credit for out-of-state service after July 1, 1944.

A proposal to permit retired teachers to earn a minimum amount in active teaching be opposed because of technical difficulties in administering such a proposal.

### ACTIONS OF CTA BOARD OF DIRECTORS

*Significant Items from the Board Meetings,  
December 8 and 9, 1950, at Los Angeles*

**T**HE Board voted to extend an invitation to Associate Membership to the California Association of Supervisors of Child Welfare and Attendance.

One hundred dollars was appropriated to send to WOTP (The World Organization of The Teaching Profession) to be applied toward the establishment of a secretariat to represent the teaching profession before UNESCO and the United Nations.

The Board unanimously voted to send a letter of appreciation for the services and contributions that Miss Pansy Jewett, retiring County Superintendent of Schools in San Mateo County, has made during the 25 years she has served on the State Council of Education.

Charters granted to local teachers clubs are listed on Page 27 of this issue.



## YOUR STATE DEPARTMENT OF EDUCATION

### CONSERVATION OF NATURAL RESOURCES

**P**RIVATE industry and state and federal agencies are cooperating in planning the second regional conference on conservation of California's natural resources, scheduled to be held in Berkeley, January 25, 26 and 27. Sessions are planned in Wheeler Hall on the campus of the University of California, and 1000 persons representative of many organizations in 12 northern California counties are expected to attend. Co-sponsors are the State Departments of Natural Resources and Education, and the University of California.

President Robert Gordon Sproul of the University, as host, will speak at the opening general session, the evening of January 25. The principal speaker at the general session on January 26 will be Dr. Stanley A. Cain, professor of conservation, School of Natural Resources, University of Michigan.

The national Conservation Foundation of New York City, through its president, Fairfield Osborn, author of "Our Plundered Planet," is assuming a coordinating role in the conference.

The planning committee for the conference is composed of Wesley P. Smith, State Director of Vocational Education in the Department of Education, chairman; Edward F. Dolder, Chief of Conservation Education, Department of Natural Resources; and Dr. Helen Hammarberg, director of institutes, University of California.

Section meetings covering four renewable resources — water, soil, forests, and wild life — will be arranged on a schedule that will enable all delegates to attend sessions on each of these subjects.

The first regional conference on conservation was held at Pasadena in February, 1950. Plans are being made to assure that such a conference on this vitally important field will be an annual event.

### II. STUDY OF ELEMENTARY ADMINISTRATION PLANNED

**H**ELEN Heffernan, Assistant Division Chief for Elementary Education in the Division of Instruction, has announced that the Department's elementary education staff will cooperate with the California Elementary School Administrators Association in a survey of elementary school administrative positions in California. The

survey is a major project of the two groups for 1951.

Among items to be included in the survey are: the classification and kinds of elementary school administrative positions in California; the certification and experience of elementary school administrators; and practices of supervision by elementary school administrators.

The 1951 study will show trends in elementary school administration in the State of California. By comparison with a status study of the elementary school principalship made in 1934, it will be possible to assess the gains, determine immediate needs and make recommendations to improve administrative services in the elementary schools of the state. Questionnaires are being sent to 3,000 participating elementary school administrators.

### MY DESIRE

**I** WANT to train my eyes to see the beautiful;

To train my ears to hear no wrong;

To train my lips to ne'er speak falsely;

My heart to sing a happy song;

My mind to think all things through clearly;

My body to be clean and strong;

My hands to do the useful duties

And help others as I go along;

Then I can look at all or any;

My conscience clear, my spirit strong,

Because I know down deep within me

I did the right and shunned the wrong.

— By Edna Erb,  
4th Grade Teacher,  
Highland School, National City

The 1951 study will show trends in elementary school administration in the State of California. By comparison with a status study of the elementary school principalship made in 1934, it will be possible to assess the gains, determine immediate needs and make recommendations to improve administrative services in the elementary schools of the state.

### III. GUIDANCE SERVICES INCREASE

**R**EPORTS from county and district school systems throughout the state indicate a steady growth in the quality and extent of guidance services available to children and youth in the public schools of California. This is a recently stated conclusion of Donald E. Kitch, Chief of the Bureau of Occupational Information and Guidance in the Department of Education.

In 46 of the 57 county school departments, some leadership in guidance was provided during the 1949-50 school year. These counties listed a total of 125 staff members with special guidance responsibilities as compared with 113 for the previous year. Studies carried on by county superintendents of schools indicate the desirability of a combination guidance-attendance service staffed with persons trained in various aspects of individual case work.

Many city school districts, especially in the larger communities, provide well-organized central office guidance facilities and include in their staffs trained school social workers, school psychologists, and in a few cases, psychiatrists. In some smaller districts, however, this service may be provided by a single coordinator or director of child welfare and attendance.

#### Counselors Are Important

Approximately 1600 counselors are employed in the secondary schools of the state, according to the reports. About 15 per cent of them are full-time counselors; the remainder are assigned teaching or administrative duties which take up a considerable portion of their time. Of the part-time counselors, 57 per cent reported that they spent only one or two periods a day on counseling activities.

Many elementary teachers in the state have been trained to act as teacher-counselors when their classes are kept small enough to make such a service possible. Some elementary schools, usually in the larger cities, are now being staffed with counselors, but teachers in most rural areas and in many smaller cities are still without needed help of this type.

# EQUALIZATION

## THE GILROY TEACHERS ASSOCIATION WENT TO WORK

By H. B. Long, District Superintendent, Gilroy Public Schools, Santa Clara County

**E**QUALIZATION in the field of education means equal quality of education for all children and is the goal toward which the teachers of California present a united front. However, in recent years, we have come to regard the financial aspect of this problem with increasing emphasis, with the resultant neglect of other important considerations.

Truly equal opportunity in education could never be a reality without financial assistance for the underprivileged district, and the recent gains in this direction are indeed gratifying. It would be foolish, however, to assume readjustment of income alone would bring about the desired leveling of educational standards.

The small school district is faced with a number of problems outside the field of finance that must be solved before the hoped-for quality of education can be realized.

### Make It Attractive

Every small town has its share of home-town girls and boys who have settled down as clerks and stenographers in the locality where they were educated. What can we do in our high schools and colleges today to influence some of these young people to take up teacher training and to return to the home town as teachers? How can salary schedules be developed that will attract and hold good teachers in these small districts? How can a life of a teacher in a small community be made pleasant enough to make him want to remain and become a part of that community?

Gilroy, a small city of 5,000, lying near the southern end of Santa Clara County, has partially solved these problems. Gilroy is located midway between San Jose and Salinas and about 75 miles from San Francisco. As in many similar communities, social activities were largely confined to home gatherings, the movies, dances, and various lodge functions; and one series of community-sponsored concerts.

For many years the school system has acted as a training-system for the larger cities such as San Jose, Salinas, San Francisco and Oakland. Until about three years ago the Board of

Trustees and the community in general seemingly were not too aware of the havoc this continual turnover in personnel was having on the schools. Through the efforts of the Gilroy Teachers Association, the Parent-Teachers Association and the Administration, the Board of Trustees finally decided the situation must be remedied.

The school system consists of a high school with an enrollment of about 425, and 5 elementary schools with some 1,500 pupils. The certificated personnel consists of 75 people. The high school and elementary districts boundaries are not coterminous, hence there are two school boards, one of 5 members administering the affairs of the high school and another of 3 members looking after the elementary system. The two systems employ one executive known as a district superintendent.

During the school year 1947-48 the Gilroy Teachers Association made a complete and exhaustive study of the teachers problem in the Gilroy school system. The committee appointed by the GTA made definite recommendations, which consisted largely of a more attractive salary schedule which could compete with the larger localities. However, the salary schedule proposed was rejected by the Board of Trustees, largely due to a misunderstanding of the schedule in such aspects as professional advancement and hurdles. Probably more serious was the fact that the Board had not been asked to participate actively in the deliberations which led up to the definite proposals.

### Happy Cooperation

A short time after the salary schedule was turned down, the Board was asked if it would name a committee to work in cooperation with the teacher group to work out a plan which would pay teachers a reasonable living salary. The Board of Trustees readily appointed three members to work with three teacher members and the president of the teacher group, with the district superintendent as a chairman for the 7-man committee.

At the initial dinner meeting, the group sat about the table and talked the problem over in a general way. After the second meeting, when excel-

lent rapport had been achieved, the Board members of the committee suggested the teacher members constitute a sub-committee to work out a plan acceptable to the teachers and administration, after which it could be adopted by the committee as a whole. If it was accepted it could be submitted to the Board of Trustees for approval.

The sub-committee working with professional and lay groups using the data collected the previous year as well as statistics gathered since that time submitted a single salary schedule which was better than those in force in most rural communities and comparable to many of the city systems. The schedule was quickly approved by the Board of Trustees and placed in effect for the school year 1948-49.

### New Morale

*In the two years since it has been in operation the morale of the teaching force has materially heightened, and the number of applicants for teaching positions in the district has almost doubled.*

Arrangements were made through the local PTA unit for a panel of elementary teachers, representing every grade level, to present modern methods used in the teaching of reading. This program has promoted better understanding between the school and community, and brought many teachers in closer touch with the lay public.

To promote better social contacts for the teachers a group of 18 of the newer teachers was recently invited to a "Get Acquainted dinner" by the local Optimists Club. The Kiwanis Club invited all men teachers to their regular meeting.

The teacher-guidance program of the high school encourages and selects students for future teacher training.

A GTA committee has taken on the job of helping the new teacher become better oriented professionally and a handbook of policies and procedures is in the formative stages. This group also hopes to give teachers assistance in locating suitable living quarters.

**T**HE teachers association and the administration in Gilroy feel that results so far obtained warrant a continuing effort toward improving the social as well as the economic position of the teacher in the small community. There seems to be a direct correlation between teacher happiness and quality of education that makes the time and effort spent in improving teacher welfare well worth-while.

# California Suffers Huge TAX LOSS From Federal Land Holdings

By Arnold E. Joyal,\* Fresno State College

**C**ALIFORNIA is suffering a tax loss estimated to be \$27,228,578 annually as a result of exempt federal land holdings, according to a study conducted under the direction of the NEA Committee on Tax Education and School Finance.

The eleven Western States, in which most of the federal government's lands are located, are losing over \$60,000,000 every year, according to the study. Federal legislation to correct this shortcoming is an urgent necessity.

These findings are contained in a research report which was published recently by the National Education Association Research Division. The study was prepared by Dr. Jewel Rasmussen of the University of Utah for the Committee. It culminates the first step of a project which has been under development by the Committee over the last several years.

## U. S. Owns Half Area of Eleven Western States

The federal government owns over 400 million acres, or approximately half (53.59%) of the land, in the eleven Western States. These states include Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming. Federal holdings in California total 45,679,311 acres, which is 45.5% of the total area of the state.

The land in California which is owned by the federal government is administered by several different agencies, as follows:

	Acres
Forest Service .....	19,674,975
Bureau of Land Management.....	17,374,984
National Park Service.....	4,207,160
Bureau of Reclamation.....	1,738,823
Bureau of Indian Affairs.....	684,079
Soil Conservation and Wildlife Service.....	60,189
Department of Defense (includes civil lands under jurisdiction of Corps of Engineers) .....	1,900,689
Veterans Administration .....	2,053
Public Buildings and Public Housing Administration.....	5,554
U. S. Coast Guard.....	3,095
Miscellaneous .....	27,710
Total .....	45,679,311

\* Chairman, NEA Committee on Tax Education and School Finance.

Much of this federal land has never been on local or state tax rolls. Many of the acquisitions have made serious inroads upon local tax bases.

The assessed valuation of California land which the federal government owns is estimated to be \$901,105,000, which is 7.4% of the total assessed valuation of all land holdings in the state. The estimated taxes payable on this land amounts to \$34,979,103, which is 5.3% of the total.

In comparison with this approximately 35 million dollars of estimated taxes payable, the federal government paid to the state on account of federally owned real estate, in lieu of taxes, \$7,750,525 in 1948. This amount is approximately 22% of what it should have paid.

*In other words, the federal government paid slightly over one-fifth of what it should have paid had it been a property-owner subject to the same regulations as other people or agencies who pay taxes.*

## Estimated Taxes Conservative

Rasmussen's study cites in much detail the amounts of land, the amounts of money paid, and the estimated payments due from the federal government for each of the eleven Western States. Quite properly, it observes that these acreage figures can be somewhat misleading because so much of the

land in these Western States consists of arid and semiarid land.

However, the estimated values are believed to be conservative because the figures omit nearly all of the improvements on the land, such as those of the atomic projects, the several military installations, government hospitals, and all river dam projects, for example. The tax estimates further omit the mineral rights and other properties which are quite valuable.

## Variation Among States

The report notes that there is considerable variation among the states as to the relative importance of federal real land on a value basis. The range is from about 5% in Colorado to over 30% of taxable property in Nevada and Washington. The report admits, too, that one cannot state a priori whether the variation would be lessened or increased by more uniformity among the states in the classes of property included in the value and more exact adherence to local assessment standards.

This report, which is technical and detailed, sets forth some general criteria for federal payments on account of federal real estate. It proposes a number of important changes, most of which will require legislation. However, the potential significance of these proposed reforms to the several states in the west cannot be exaggerated. The problem is one which merits the very careful consideration of anyone who is interested in improving school finance in the western area.

**T**HE Committee's study is the most comprehensive and adequate analysis thus far made of this important tax problem. It will be regarded as a landmark in the research on federal-state fiscal relations.

*Administrators and teachers who are interested in this problem or who desire to get additional first-hand information about its impact on our financial structure in California will do well to obtain a copy of this study from the National Education Association, Research Division, in Washington, D. C. It will be published shortly under a title which has not yet been announced.*

# The Retired Teachers Move Ahead

By Warren C. Conrad, Venice, President, California Retired Teachers Association

THE teaching profession is rapidly becoming tightly organized and solidified. Gaps in organization are being filled. All levels, departments and geographical areas are seeking recognition and opportunity to function.

In California, the largest and most powerful group is California Teachers Association, founded in Civil War days, and having a membership of over 60,000. This body of active teachers can be credited with most of the constructive educational legislation in the history of the state. Its achievements show what organization, planning, time and intelligent co-operation can bring to pass for a segment of society. If you are asked what has put California in the forefront educationally in the nation in point of investment, housing facilities, educational standards and rewards to teachers, point to California Teachers Association.

Looking out for the interests of teachers who have left active service is the California Retired Teachers Association, founded in 1929 and incorporated in 1941. This state-wide corporation is headed by a State Board made up of officers and directors holding monthly meetings. It is divided into 22 geographical divisions, each having its own set of officers and also by-laws in harmony with those of the State Board or parent organization.

## One of the Best

California Teachers Association and California Retired Teachers Association have brought about one of the best retirement systems in the United States. California retired teachers who draw from the California State Teachers Retirement Fund are eligible to membership in CRTA. The annual dues, \$2, may be paid to the financial secretary, Mrs. Etta F. McCune, 2708 South Palm Grove Avenue, Los Angeles. The dues also pay for the official magazine issued quarterly, the "California Pioneer Teacher."

Of quite recent development is the National Retired Teachers Association, whose president is Dr. Ethel Percy Andrus, 941 Rosemont Road, Glendale 7, California. This national body is divided into 8 regions, each having its director; the governing body consists of officers, directors and directors-at-large. Annual dues, \$1, may be

paid to the national treasurer, H. D. Vincent, 14 Balsam Ave., Troy, N. Y. The NRTA expects to gain departmental status in NEA next summer.

California teachers, both active and retired, will be interested in the NEA meetings in San Francisco, July 1-6, 1951. This important event gives opportunity for the rallying of teach-

ers from California and from all corners of the nation.

Including and extending beyond the boundaries of our own country is the World Organization of the Teaching Profession. It has made significant progress in bringing about the exchange of teachers among nations and in stimulating thinking along the lines of education internationally.

WE have said nothing of teacher organization on the local level, but we all know that it is in the "grass roots" where success or failure lies in the great undertakings of the large educational organizations.

## Maintaining Classroom Discipline

By J. R. Kanya, Principal, Desert Hot Springs School, Palm Springs, Riverside County

IF a school or a teacher has problems of discipline (no school nor teacher is completely free from problems of this nature), it is indicative of fundamental deficiencies in the teaching situation. When right classroom conditions exist, there are fewer opportunities for misbehavior.

Good discipline basically involves the setting up of desirable and attainable objectives, better motivation, and the organization of the class so as to involve a greater amount of pupil participation. Good discipline results from the mutual respect of student and teacher.

Approach your pupils with remarks commensurate with their ages. Treat little ones as children, adolescent ones as such, and youth of high school age as young men and young women.

The following suggestions may add to your set of tools. These do not constitute a recipe for the complete removal of disciplinary problems, but they may make the job of teaching more pleasant for you and more effective for the children. They are not new. You have read them again and again. They are reproduced for emphasis, for review.

### Twenty-five Suggestions

1. Learn the names of pupils quickly.
2. Have a plan for each day and follow it.
3. Be business-like. Have materials ready for class. Provide the widest variety of materials possible. Idle groups awaiting their turn are the starting point of disciplinary problems.
4. Give no pupil the opportunity of assuming the role of martyr.
5. Expect no problems; do not be looking for them. Assume by your manner that there will be none.
6. Radiate happiness and joy in your work.
7. Avoid all suggestions of criticism, anger, and frustration. Make personal corrections in private conferences with pupils.
8. Use special occasions as opportunities for letting your pupils know that you are interested in them as persons. Some honor or activity in their out-of-school affairs can be used. Guard against projecting yourself into their private lives.
9. Guide, but do not subdue.
10. Overlook the unimportant. Do not engage in trivialities.
11. Sarcasm has no place in your problem dealings.
12. Be just and fair. Forced apologies are useless.
13. Make no threats. Offer no bribes.
14. When uncertain as to what to do — do nothing.
15. Be firm but kind. Watch your voice.
16. Begin each class promptly.
17. Use social disapproval whenever possible.
18. Interest arising from mere entertainment is often of little educational value.
19. When dealing with a case, be impersonal. Focus on the cause. The act is an outward manifestation of a maladjustment.
20. A smile and a keen sense of humor are very effective tools.

21. When a case is closed, draw down the curtain. Let all parties know it.
22. Prevent a veil of discouragement from shrouding the classroom.
23. Avoid making too many rules. Never punish the class for the act of one.
24. A fine edge of your scholarship is likely to win the respect of your pupils. Avoid ostentation. Speak in simple language.
25. Try to handle your own problems. Anticipate the problems. Observe, diagnose, treat, and observe again. Most of the cases will disappear.

**T**HE following may be handed to each pupil in a junior high school class at the beginning of the year as a personal greeting from the teacher. Discuss the points with the pupils. Impress upon them their importance. Individual success often depends upon the success of the group. This is just another tool added to a teacher's expanding repertoire.

#### A Personal Letter to My Pupils

##### *What Is a Community?*

A community is a group of people who live together. A community grows and prospers only as do its children. Good men and good women grow from good children. Living together, working together make the

community one in which everybody is proud to live.

##### *What Is Our School?*

It is this community of ——— in its growing stages. Taking pride in your school and showing sincere school spirit, you learn here what is expected of you when you take your place in the larger society. You will become men and women who will continue to build America from our farms, factories, industries, businesses, and our homes.

##### *What Is Our Classroom?*

It is here you mold good habits and gain knowledge without which you could not very well get along after you have left school. This Social Living, or learning to live together, getting along with people, cooperating, doing the right things at the right time" will "pay off" with good friends, knowledge, good habits, and of course we can't forget good grades. People will respect us and be proud of us if we have learned to live socially with one another.

The classroom is your laboratory for discovering your strong points and your weaknesses. Be curious, pay attention, and build up your strong points. Work hard to overcome your weaknesses.

I suggest here a few points for us to think about any try to live by for the next

most important nine months of your lives:

1. Be prompt. This means that you will be in your seats ready to work when the tardy bell rings.
2. Eating and chewing are important, but these are bad habits to practice in a classroom.
3. Remain in your seat until you have permission to do otherwise.
4. Nobody disturbs anyone, even with a whisper, during the class period unless the work is such that group activity is required.
5. Needless shuffling of feet shows disrespect for others.
6. Resolve that each day you will learn as much as you possibly can. This means making the most of your time and doing the best work in class which you are capable of doing.
7. Practice in the classroom and in and about your school every good habit that you have ever learned.

Do not be discouraged. Learning is a hard job, but it is fun if you make it so. Your teachers are here for one purpose—to help you LEARN. I want you to remember that I am interested in each and every one of you.

Now I wish you all a successful, happy school year.

## BUSINESS EDUCATION DAY FOR SAN FRANCISCO TEACHERS

**R**ECENTLY the teachers of San Francisco public schools participated in a successful and interesting Business Education Day, in which they met with company executives, inspected operations, enjoyed a luncheon arranged by their hosts, and discussed with company officials the policies, methods and problems of business.

Planned long in advance with painstaking thoroughness, this special program enabled the teachers to be the guests of some 300

representative firms. Beginning with a general assembly at 8:30, the teachers at 9:15 proceeded to the various companies to which they had been assigned. In many cases transportation was furnished by the host companies. The morning was devoted to a tour of plant, store, or office.

After luncheon, the firm acting as host, there was an afternoon discussion period on the following general topics: What business contributes to our community; Employment,

education, and training of the company; Duties and responsibilities of business management; Problems of business and industry in our community and throughout the country; Importance of cooperation.

Hearty congratulations to the business and industrial leaders of San Francisco, to Dr. Herbert C. Clish, superintendent of schools, and to all of his staff and others who cooperated in this highly successful and significant achievement.

On Business Education Day in San Francisco, organized groups of public school teachers visited representative businesses and industries. This picture shows a group at San Francisco Airport. — Photo courtesy United Air Lines.



# FINE ARTS—ONE ESSENTIAL OF A CURRICULUM

By Fredric Roehr, Chairman, Music Department, San Mateo Junior College\*

THE first half of the 20th century may some day be noted as the era in which the public colleges of our country changed from cultural educational institutions to vocational schools. I doubt if we can deny this if we accept the student's point-of-view. In spite of protests I doubt if the schools can put up any case to the contrary. The student's primary aim in going to college these days is to better his position in the world financially—to "cabbage onto more lettuce."

When he chooses a course he soon discovers it is loaded with requirements to such an extent that even if he had the idea, he does not have time for cultural courses. And more and more rarely do we get a student who sees much value in cultural courses. If he can make enough of said "lettuce" he feels he can buy all the culture he'll ever need.

The selfishness and the materialism in the modern student's point of view is to me a dangerous situation, which if allowed to continue may well be disastrous. It leads away from the principles upon which our country was founded. The education of the fathers of our country came out of what is called our "classical religious heritage." It did much to help a man to understand the world and his place in it. It established a sense of MISSION. Without the sense of mission the rugged individualism of the early American might have prevented, as it nearly did, the necessary cooperation to form a "united states."

## The Sense of Mission

Now by the very nature of the objectives and processes of present-day education the student substitutes selfishness for this sense of mission. By "mission" I mean (at least in part) a conviction of personal responsibility for the welfare of his neighbors. What little of this sense being transmitted now is the result of personal contact with the faculty because, as a group, teachers I believe have this sense of mission or they wouldn't be teachers. This obligation to make the world a better place because you are in it, is still one of the most important ingredients of human personality.

Last summer on an afternoon in July, at Aspen, Colorado, I sat with 1999

other eager people in the tent amphitheatre awaiting the appearance of the speaker of the afternoon. The 2000 seats were filled. Some 500 people were standing all around the back. I looked around. On the front circle of seats were gathered some 20 of the world's greatest scholars,—Bergstreasser, Ortega, T. Wilder, Borgese, Lewisohn and others.

Near this circle a couple of rows up sat Ann and Charles Lindberg. Opposite me about half way up sat Gary Cooper, his wife and little girl. All around me were students, teachers, doctors, lawyers, business men and women. Among the standees I could see farmers, cowboys, miners, vacationists and townspeople. The whole town had turned out. WHY? Just to see and hear Dr. Albert Schweitzer, a man of great accomplishment who never lost his sense of mission.

*It is a fine thing to teach your young people what is right and good, but it is rather hopeless if we do not give them the moral backbone to do what they know they should.* To bring our students into contact with great personalities of the past and present may catch their imaginations while they are still in possession of youth's idealism.

## Open the Roads

The great works of art and music have a way of opening the roads to the inner man which defies explanation. Acquaintance with artists who were obliged to bring beauty to the world even if they starved in the process can be a source of inspiration. A glimpse of great beauty can, and often does, awaken the sense of one's own possibilities and that of our neighbors.

Any creative medium which has lofty aims and, through the idealization of beauty, touches the emotions of folks has within it a subtle compulsion we should use. The love of a fine symphony or a great painting cannot help but burn out some of the ugliness in the soul of a man.

I'm afraid we are doing a grave injustice when we send a student to his commencement without having opened his view to the sources of beauty in the world. The "savage breast" could do with a lot of "soothing" these days.

Gracious living is often associated with great wealth, but it need not be so, because much of the great art that

was once available only to the wealthy is now within reach of nearly everyone. So is leisure time. Are we not obligated by this situation?

IN the incomplete job we are doing in the development of public good taste in entertainment some gains are being made. When it is announced the movie industry may have to use its secret weapon, "good pictures," to survive; when Musical America lists 160 professional symphony orchestras in the United States; when the proposed performance of the Bach's B Minor Mass attracts a record enrollment in a university chorus; when fine recordings are outselling jazz nearly two to one;—the future looks hopeful. But it also means we must make our curriculum pull its share of the load among the civilizing influences.

## UNFORGOTTEN

A MAGIC filled her room. She never forced  
Her thoughts on us, nor did she try to choke  
Our spirits with a fondness which her heart  
Held deep and rarely spoke.  
From my scratched desk way back against the wall  
I often watched her face; she had the eyes  
Of one who gazes long at distant hills,  
At after-tempest skies.  
Disaster menaced our small home—  
she came—  
Her words were quiet, thoughtful—  
suddenly  
I grew a strength where just before  
had been  
Only futility.  
At school she never talked of church  
or God—  
But every day I stood more tall, aware  
Of stained-glass window, altar, candle-  
light,  
Of surpliced choir, of prayer.  
Later I learned how she attained her  
poise  
Of mind and action. Her unmoved  
belief  
That right would conquer wrong came  
after years  
Of war with wasting grief.  
The names of those who tried to teach  
me books  
Are mostly now forgotten, even blurs  
The faces—but with loyalty and love  
I shall remember hers.

— By Catherine Baker,  
Teacher in Extended Day Division,  
Pasadena City College.

\* Presented at an Institute Session of the college faculty, on "General Education."

# CTA MEMBERS: You may save 40% with the new California Teachers



**CTA APPROVED.** This plan was developed by the State CTA Insurance Committee following thorough investigation of many plans and companies. It is underwritten by the California Casualty Indemnity Exchange and was formally adopted by the State CTA Council on December 9, 1950.



**CTA CONTROLLED.** The State CTA will be represented on the advisory board of the underwriter. This board determines operating policies at top management level. Its other members are principal executives of leading California corporations.



**NON-ASSESSABLE.** In any insurance, the one thing that really matters is the company's ability to meet all claims. California Casualty, the underwriter selected by the Committee, has resources in excess of 7 million dollars. Its surplus of assets over liabilities is 15 times the amount required by law for issuance of non-assessable policies (Div. I, Part 2, Chap. 3, Art. 6, Sec. 1401, Insurance Code of State of California). Under California law, California Casualty can and does write non-assessable policies exclusively, and policyholders are free of assessment liability.



**SUPERIOR SERVICE.** The underwriter maintains offices in San Francisco and Los Angeles and has a specially trained automobile insurance staff of 120 people.

Direct dealing with the underwriter speeds service on claims. *To obtain service, you need only to phone California Casualty Indemnity Exchange — at its expense — from any point in the United States or Canada.*

Excellence of service to policyholders is attested by the underwriter's renewal rate of nearly 100 per cent! This phenomenally high rate has been maintained for the many years California Casualty has been in business.

You will be reimbursed up to limits of your own choice for TOWING AND ROADSIDE SERVICES, and you may call *any* garage to have the work done.



**40%\* SAVINGS.** You will save two ways, as follows: (1) There will be an initial special teachers discount of 15 per cent on major coverages; (2) Additional savings based upon the loss experience of the CTA group will be paid as earned.

Savings paid to the operating company's other policyholders have averaged nearly 30 per cent for over 30 years. Past experience for teachers indicates that your combined savings will be around 40 per cent.\*

*\* On the average premium this means a saving of \$26.00 per year. Savings are a percentage of standard or "Conference" rates charged by most insurance companies. But some companies deviate from standard rates. If you are now insured by one of these companies, your savings may be less than normal. In any case, you should receive worthwhile savings in the new CTA low-cost car insurance plan.*

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annual premium in 60 days.

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o semi-annual installments at a slight  
ditional cost.

records will be kept for CTA members.  
that the lower the losses for the CTA  
higher the savings for each member.

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but those who join may continue in the  
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30 per cent of standard rates.

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Casualty's standard plan, if they can qualify  
and risks.

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accompanying form at once. It is impor-  
you do this, because the more members who  
interest in the CTA plan, the sooner we all  
forward to extra savings made possible by  
ive rating for our group.

three months before the time your present  
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The approved CTA low-cost auto-  
mobile insurance plan is underwritten  
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**STRENGTH.** Exceptionally high  
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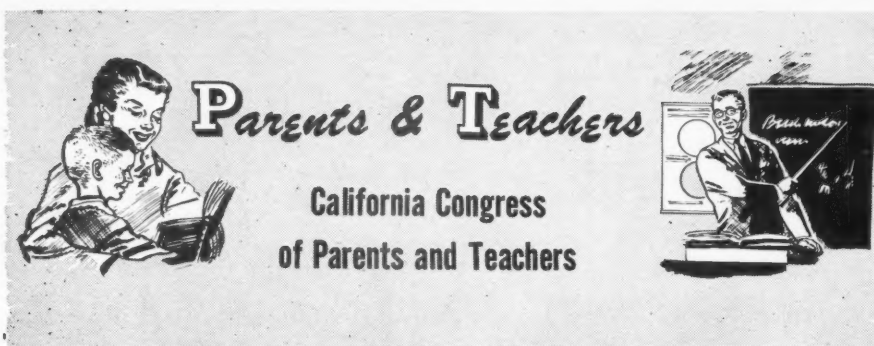
**COVERAGE.** Complete standard,  
non-assessable policies. Towing and  
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**S, I AM INTERESTED . . .** in your plan which may save me up to 40 per cent a year on automobile  
insurance. Please send me your coverage suggestions with exact costs and estimated savings. This request does  
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NAME.....		AGE.....		CTA NO.....	
SPOUSE'S NAME (IF MARRIED).....		AGE OF SPOUSE.....			
ADDRESS.....					
No.	Street	City	Zone		
EXPIRATION DATE OF PRESENT CAR POLICY.....	DATE CAR WAS PURCHASED.....	NEW.....	USED.....	CAR YEAR.....	
CAR MAKE.....	MODEL.....	BODY TYPE.....	SERIAL NO.....		
(De Luxe, Standard, Custom, etc.)					
ENGINE NO.....	NO. CYLS.....	COMPANY NOW INSURED WITH.....			
IS CAR FULLY PAID FOR? YES.....	NO.....	IF NOT PAID FOR, BY WHOM.....			
FINANCE COMPANY'S ADDRESS.....		IS CAR FINANCED?.....			
No.	Street	City	Zone		
AMOUNT OF COLLISION LOSSES DURING PAST YEAR: \$.....		OTHER LOSSES: \$.....			
(If none, write "None")		(If none, write "None")			
LIST NAMES AND BIRTH DATES OF OTHER DRIVERS IN HOUSEHOLD UNDER AGE OF 25 YEARS.....					



## WHAT ABOUT TELEVISION AND RADIO?

By Mrs. A. Kenneth Spencer, San Gabriel;

State Chairman, Radio and Television, CCPT

**T**HE members of the California Congress of Parents and Teachers are interested in maintaining good radio and television programs for children and the family.

There are constant reminders to all members to send post cards and letters to stations when a program is liked, as well as when it is disliked. Many fine presentations are cancelled because few people took the time to let the sponsor know they were listening.

### Twenty-seven Hours Per Week

A survey in a junior high school in Connecticut showed that students from 11 to 15 years of age were spending 27 hours per week viewing television programs, which was only 55 minutes less per week than the same students were required to attend school.

One high school principal added an extra study-hour to the daily classroom schedule, to permit the completion of outside assignments otherwise ignored in the face of competition from the TV screen.

Because of such findings, PTA members are being urged to assume their responsibilities as parents and to teach discrimination and the evaluation of the time spent before a small screen in a darkened living-room.

A request has been made for ideas employed by parents in carrying out these responsibilities without being negative all the time. At intervals these suggestions will be published in the California Parent-Teacher Magazine.

### The Industry Is Cooperative

The industry has been very cooperative about changing the time of horror and mystery programs so they will not be heard until after the children are away in bed. It must be realized that radio and television are private industries. All programs, particularly TV, are costly to produce.

**I**T would be ideal if educational organizations could own and operate a TV station which would beam programs to classrooms all over the State. This would be very expensive, so perhaps consideration should be given to how education will not lose ground but will progress through a cooperative venture with existing facilities.

## A PLEA FOR SCHOOL CAMPING

By Dorothy Relleke, Graduate Student,  
Stanford University

**W**E are living in a modern age  
In an era of planes and trains and  
such

With new devices at finger touch,  
But classroom tradition remains the same—  
Society—they say—is all to blame  
And yet, when we stop to really think,  
It makes us look for the missing link.  
Why haven't our schools done something  
more

Than carry on the traditions of the genera-  
tions before?

Our children sit stiffly in formal rows  
With posture that best fits the seat they  
chose.

They raise their hands when they want to  
talk

And occasionally get to express a thought.  
We're a democracy—we proudly say—  
And yet—how quickly theory fades away  
With overcrowded classrooms—and nerves  
that are taut—

There's no time for "new-fangled" methods  
to be wrought.

What is the solution? I wish I knew!

Suggestions are all too very few—

My one and only deliberate thought

Is a School Camp where democracy is  
taught—

Not only taught, but used and applied

To the needs of the children who compose  
the inside

Of our future citizens, about to be  
Proud of freedom and democracy—

They'll know their theories and help to plan

A School Camp—like a traveling van

They'll see geography more than on a map  
And study group-living to help bridge the  
gap

In our mixed-up state of foreign affairs—  
They'll air their views and dream up new  
repairs.

Theirs is a life of community living,  
A real experience to learn to take and be  
giving

Not a single grade earned or a paper  
done—

But a camp life built that is lots of fun—  
School Camps are a source of opportunity  
at hand

To help children to really understand  
Why—and how—to plan and do—

Group-living with many and maybe a few!

With people of every color and feather

Living and eating and guided together

In a path to stimulate thinking and skill

In terms of a happy community bill.

For camping is Life—it's nature and trees

And animals all with even their fleas.

Sure, they're a problem, I'll confess,

But more important perhaps than a  
historical address.

Studying page 12 and learning page 9

Are so trite that words can't define—

The dullness—the disinterest and  
discontent

That may be breeding in child-minds to be  
spent

Planning on some method of escape.

As a last and urgent public appeal

Let's push School Camping and make  
democracy real,

Give children group-living and the great  
out-of-doors,

And we'll have real citizens by scores and  
scores!



## SUMMARY OF THE LOS ANGELES MEETINGS

### PRESIDENT'S REPORT

ON December 8, 1950 approximately 170 representatives of 29, out of the 33, CSTA chapters were present at the CSTA Executive Council meeting at Los Angeles.

Twice a year this Council meets in conjunction with the meetings of the State Council of California Teachers Association. The two groups met simultaneously, but separately, at the Hotel Biltmore.

#### Summary of Sessions

##### CSTA Council Meeting — Morning Session:

Roll Call of chapters.

President outlined the agenda for the day.

Oral reports by chapter delegates. These reports were limited to one minute each and presented by a delegate from each chapter present. Reports were informative in content and concerned activity, including programming and social and professional highlights of each chapter.

The representatives were briefed by the CSTA Executive Officers regarding the name of committee chairmen and the locations where the committees were to meet.

Committees on: by-laws, ethics, teacher education and professional standards, vocational guidance, and international relations met and discussed their individual problems.

##### Afternoon Session —

"The morning planned, the afternoon executed."

Recommendations and/or action to be taken by the Executive Council were presented by the chairman of each committee. One delegate was authorized from each chapter to cast a vote on motions presented requiring action.

The results of the action taken and the suggestions and recommendations from this meeting will be listed in the minutes available soon.

Saturday morning, December 9, the

delegation attended the State Council of Education meeting at the Hotel Biltmore. This meeting presented first-hand information regarding the duties and procedures of transacting business by California Teachers Association. During the session the CSTA President gave a brief progress report. Representatives were present from 20 chapters.

Between sessions of the past convention and regional conferences, several questions have arisen, but due to lack of time it was not practical to present them for discussion and clarification.

I would like to review two questions which are answerable by consulting the CSTA Handbook for Chapter Officers and Committee Chairmen.

*1. What is the relationship between the committee work handled by the local chapters, the regional conferences, and the conventions?*

The names and duties of each of the 5 committees mentioned in the report of the past convention, and listed in the Handbook<sup>1</sup> are the same in local chapters (Institutional Divisions), regional conferences and conventions. Only at Executive Council meetings may recommendations for action from these committees be presented and reviewed<sup>2</sup>.

Action passed concerning a change in by-laws or an amendment to our constitution must be referred back to chapters for a vote on their acceptance or rejection. If the majority of the local chapters vote in favor of con-

stitution or by-law changes the amendments and/or additions to them are presented to CTA for their approval<sup>3</sup>.

*2. How does the chapter membership affect the number of its delegates that will attend the CSTA Executive Council meetings?*

Membership on the Executive Committee is as follows:

Every chapter, having 30 members in California Teachers Association is entitled to send 1 delegate; 1 additional delegate is allowed for 100 members, and 1 additional delegate for each 250 or more members in California Teachers Association<sup>4</sup>.

Each institutional division (chapter) represented shall have one vote in the council<sup>5</sup>; regardless of the number of delegates his chapter is allowed. All delegates, however, have the right of voting at the committee meetings.

#### Thanks to All

I WISH to express my thanks to all those members, both CTA and CSTA, who by their splendid cooperation immeasurably helped to make our past convention very pleasant and very effective.

John F. Clark

State President CSTA.

#### New Health Services

NEW and better health services for children have increased. Oregon reports with pride that its 1949 infant mortality rate was the lowest ever recorded in the state, and its maternal mortality rate lowest in the country.

A valuable new trend which has developed in recent years is recorded in the broader scope of activities in "child health": such as mental hygiene courses, and child guidance clinics; services to children with physical handicaps; organization of cooperative state and county health councils. — Courtesy of Edpress News Letter.

Solves Classroom Phonograph Problems!



RCA Victor  
Model 45EY3

## See RCA VICTOR'S "PERSONAL" 45 only \$34.95\*

One look at RCA Victor's newest "Victrola" 45 phonograph and you'll agree Model 45EY3 has everything you have always wanted in a phonograph for the classroom.

RCA Victor Model 45EY3 weighs only 14 lbs. A snug-fitting plastic handle in back of case makes it easy and convenient to carry from classroom to classroom. The cabinet, made of durable plastic in deep maroon, is 7" high; 11½" wide; 11½" deep.

Plays twelve 7-inch records at 45 rpm . . . up to one hour of music at the press of a button . . . with lid in either open or closed position. Easiest, surest operating automatic record changer ever designed. Outmodes, outplays, outperforms any other way of playing records. All changes of records are made from large center spindle. No posts or clamps to adjust.

The "Golden Throat" Tone System provides brilliant, enjoyable listening with ample volume for the classroom. "45" records are break-resistant and low-priced. They are so handy to store—150 records fit in one foot of an ordinary bookshelf.

### FREE Record Catalog

The Music America Loves Best RECORD CATALOG. A 240-page catalog of the finest music performed by the world's greatest artists on RCA Victor Records.

\*Price shown is suggested list price subject to change without notice and does not apply outside continental U.S.A.

EDUCATIONAL SERVICES, Dept. 133-A

Radio Corporation of America,  
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Please send me:

- ☐ Information on RCA Victor Model 45EY3  
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## The Place of Photography in the Elementary School

By Jay M. Clark, Jr., Seventh Grade Teacher, Woodlake Elementary School, Tulare County

**W**HAT is the place of photography in the elementary school? Is this subject a complicated thing that is suitable only for college level? Is the expense so great that only the very richest schools can afford such a luxury? The answers to these questions are, for the most part, an unbounded NO.

Our school has a very moderate budget, and we feel that about \$300 is sufficient for the beginning. Thereafter, the yearly outlay should drop to nearly a self-sustaining basis.

Our program, in its essence, does not reach toward unattainable goals in its initiation. We feel that the simple objectives of teaching the child to take, develop, print, and enlarge his own pictures is a goal that all children can reach. And these goals should, in their accomplishment, start the child on this enjoyable avocation, or perhaps vocation. The very simplest kind of a program is immediately met with nearly unlimited interest and enthusiasm, as well as accomplishment, on the part of the students.

### The Pupils Needs

The first year, our program was built strictly on the felt needs of the pupils. We had a small spare room, and the children did most of the work themselves. They darkened the room, constructed tables, arranged the items of equipment, and painted the room itself.

On the first day, I took them to the darkroom and showed them how to develop a roll of film. Most of these children hardly knew what a camera looked like, but the demonstra-

tion created a high motivation among the students. Interestingly enough, although my students ranged from the 5th through the 8th grades, it was the 5th graders who showed the greatest achievement!

The class met for one period of two days a week; the first week they were taking pictures, and by the second week they were developing them. The making of prints (the "finished product") took a bit longer, with the highest achievement coming when they made their own enlarged pictures!

### Pictures of Friends

For subject-matter, the boys and girls were mostly interested in taking pictures of their classmates, so this phase was worked into the curriculum by organizing instruction in just how they should photograph their friends so as to make an artistic piece of work, and not just a "snapshot." We did most of this work outside, with a large, plain wall as a background. We used box cameras and rested them on boxes for support, since it is hard for them, at their young ages, to hold their cameras steady.

The question of teacher-training in the intricacies of photography need not discourage any teacher or administration from embarking on such a program. The average teacher, in the space of a month of spare-time activity, can acquaint himself with the basic knowledge to carry on.

**A**FTER all, the real value of such a course is in the many phases of social living, concomitant learnings, and depiction of the democratic way of life.

## Survival Under Atomic Attack

**A**LL California teachers can obtain copies of the 32-page booklet "Survival Under Atomic Attack," the official U. S. Government guidebook. The California Office of Civil Defense (P.O. Box 110, Sacramento 1), acting upon the instructions of Governor Warren, reproduced several million of these booklets for distribution throughout California. A supply of copies has been sent to the Mayor or Commander of each local Disaster Council, enough to furnish one for each family in the State. For unincorporated areas, a similar supply has been furnished to the Chairman of each County Board of Supervisors. Teachers should cooperate with these authorities by obtaining from them the appropriate number of copies for distribution in the schools. W. M. Robertson, Major General, USA (Ret.), is State Director of Civil Defense.



Louise Beyer Gridley

## Bay Section Changes

### New Bay Secretary

MRS. Louise Beyer Gridley, who recently accepted the Executive Secretaryship of the Bay Section, California Teachers Association, has made an outstanding record in her professional field. Born in Iowa, one of four children, she was graduated from Marion (Iowa) High School; Coe College, BS Math; University of California MA School Administration. She taught in Iowa and Montana and is now a mathematics teacher and counselor in Berkeley High School.

She is a member of Phi Kappa Phi, Delta Kappa Gamma, Pi Lambda Theta, and life member of NEA and CTA.

Mrs. Gridley has served with distinction as president of Berkeley Teachers Association; president, CTA Bay Section; State Director of NEA for 4 years, during which time California won a second director.

At present she is a member of CTA State Board of Directors; chairman since 1941 of CTA Retirement Committee, dur-

ing the entire time that the present plan was being set up and enacted into law; member of the State Retirement Board; member of the Investment Board of the State Retirement System.

In 1942 she was married to Earl G. Gridley, who for many years was Bay Section secretary and also manager of CTA Placement Bureau; he passed away in 1946.

Mrs. Gridley has given splendid service on committees, on the state or local level, on health insurance, legislation, certification, budget, welfare, and curriculum.

One of her sisters is a prominent Southern California educator; the other is with the US Army Engineers, the only woman soils technician in the country. Her brother is general sales manager of a large corporation. She is thus a member of a talented family quartet.

She succeeds Dr. Wallace W. Hall, who took office January 1 as Marin County Superintendent of Schools.

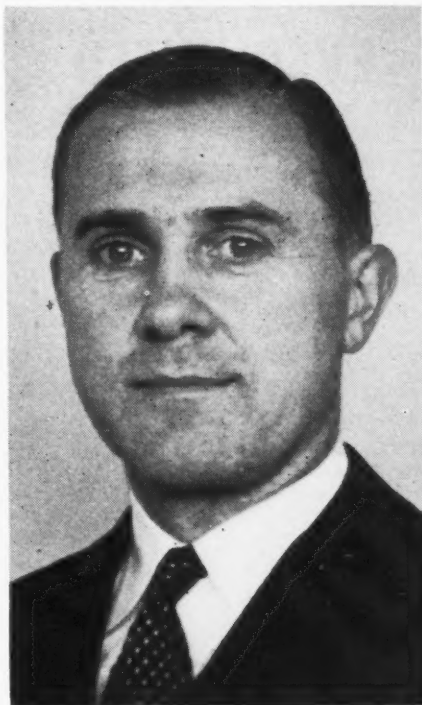
### Dr. Wallace W. Hall

ELECTED by the people of Marin County as superintendent of the Marin County Schools, effective on the 8th of this month, Dr. Wallace W. Hall has finished his meritorious service as executive secretary, CTA Bay Section, which he assumed in 1946.

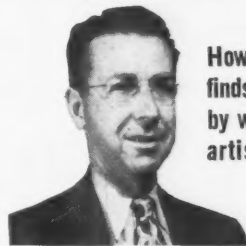
Dr. Hall's teaching experience includes, — 1935-38, Coalinga Junior College, Fresno County; 1938-46, College of Marin, Marin County; 1938-46, organizer and director of adult classes at College of Marin; 1940-45, supervisor of war production training classes, College of Marin; 1944-46, vice-president, College of Marin.

He likewise has a rich background of experience in teachers association work, — 1940-42, president, Marin County Teachers Association; 1940-46, member of Bay Section Council, CTA; chairman of the Adult Education and Junior College Committees at different times; 1944, vice-president of CTA Bay Section; 1945, president, CTA Bay Section; member of the original State CTA Committee on Services and Dues

### Dr. Hall Assumes New Work



# AIDS IN TEACHING ART, SPEECH, DRAMA



How Monterey teacher finds and uses articles by world's outstanding artists and craftsmen

"I've found a wonderful source of information for all creative fields," writes Freeman Sargent, art-speech-drama instructor at Monterey Union High School, Monterey, Calif.

"That's the Home Forum page of **The Christian Science Monitor** with its splendid illustrated articles by many of the world's outstanding artists, craftsmen and critics.

"I often stimulate interest and supplement instruction by putting examples of ceramic, block printing and other art treatment on bulletin boards.

### \* Material for Speech Practice

"For speech practice, I have students read aloud excerpts from current books and publications as reprinted in **The Christian Science Monitor's** Home Forum Page. These well-chosen excerpts help train the students to appreciate rich and colorful speech sounds."

### How You Can Save Time

To save hours of research, read **The Christian Science Monitor** every day for its wide range of source material for class discussion, topics for bulletin boards, ideas for student themes and articles on teaching trends.

You'll also keep up-to-date on vital national and worldwide news. This international daily not only reports the day's events, but also furnishes vital background information that helps you appraise and interpret news.

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City..... Zone..... State.....

Street..... CTAJ-I-I

## My Suggestions

READERS of this magazine are cordially invited to send suggestions and comments to the Editor.

Address CTA Journal at 391 Sutter Street, San Francisco 8, California.

On attached sheet are my suggestions.

Name.....

School Position.....

Address.....

# ANNOUNCING...

## THE NEW CULTURAL GROWTH SERIES

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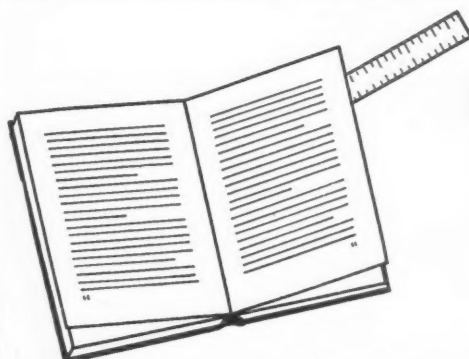
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BASIC TEXTBOOK PROGRAMS FOR ELEMENTARY AND HIGH SCHOOLS



## MATHEMATICS FOR EVERY NEED

**Welchons-Krickenberger:** Algebra, Book One, Elementary Course;  
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Popular new algebras by two experienced and active high-school teachers. *Book One* is a simple, concise presentation, with much drill and many practical problems. *Book Two* stresses the uses of algebra, relationships of numbers, problem solving, and reviews elementary algebra.

**Welchons-Krickenberger:** Plane Geometry, Revised Edition;  
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Practical modern geometries for high schools, with special methods for helping pupils to hurdle hard spots. *Plane Geometry, Rev. Ed.* is notable for its clarity and many applications. *Solid Geometry, Rev. Ed.* includes systematic training in space perception, reasoning, fundamental relations.

**Betz-Miller-Miller-Mitchell-Taylor:** Everyday General Mathematics, Book One  
 Thorough instruction in arithmetic, informal geometry, and simple algebra. Much material on consumer aspects. Excellent review and testing program. Well illustrated.

**Potter-Dunn-Allen-Goldthwaite:** Mathematics to Use

A new mathematics for non-academic pupils which emphasizes meaning, teaches all new processes in short, explicit steps, includes comprehensive drill on arithmetical fundamentals.

## GINN AND COMPANY

260 Fifth Street, San Francisco 3

(1945-46); 1946-51, executive secretary, CTA Bay Section; 1945, member of State Council of Education; member of Public Relations Committee (1946-50); member of Legislative Committee since 1950; life member of NEA; CTA Life Membership given by the Bay Section Council.

An extended biographical account of Dr. Hall was published in this magazine when he became Bay Section Secretary (see *Sierra Educational News*, December 1946, page 26).

### Major Achievements

The following are major Bay Section achievements during his term of office:

1. Increase in regular (\$6) memberships from 11,098 to 15,146, or approximately 40%.
2. Increase in operating budget from \$12,574 to \$29,561.
3. A very substantial increase in the net worth of the Section.
4. Increased the number of issues of the Bay Section Reporter to four, now edited by a professional newspaper man and mailed directly to each member of the Section.
5. Inauguration of supplementary News Bulletin giving current information concerning the affairs of the Bay Section and sent directly to members of the Section Council as well as presidents of local associations.
6. Making available at low cost premium "on-the-job" liability insurance to protect teachers and administrators in the Section from possible damages arising from their work; over 350 have availed themselves of the opportunity.
7. Creation of Section Credit Union (numbering over 100 members with assets in excess of \$5500) to serve members in Bay, Central Coast and North Coast Sections.
8. Stimulation and development of an ever-increasing awareness of the teachers in the Section in the problems of school finance, professional relations, public relations, legislation, UNESCO activities through workshops held throughout the Section as well as by the annual officers training conferences at Asilomar. The latter has been enlarged from a one-day conference to a three-day affair, with over 400 registered at the 1950 conference.
9. Increase in the number of clerical assistants in office from one full-time and a part-time assistant to three full-time assistants.
10. Created a Bay Section Ethics Commission.
11. Provided for direct representation of local associations upon the Section Council where those local associations were chartered chapters of CTA and had at least 75 CTA members.
12. Strengthened the Section organization internally through amending its Constitution which for the first time gave clearly defined powers, duties and responsibilities to the executive committee, provided for more democratic procedure in the appointment of committees, and created a full-time office of executive secretary, which in its management of the general activities of the Section is directly responsible to the Council and the executive committee.



# NEW Filmstrips and Slidesets SVE

Don't let your film library grow stale. Select new filmstrips and Slidesets regularly. The list below describes some of the latest titles now available.

## HISTORY

### The Story of Abraham Lincoln



(In color)  
(35 frames)

"Honest Abe's" rise from cabin to White House—his struggles and victories—his grief and happiness—all are vividly shown in colorful illustrations (captioned) in this new S.V.E. filmstrip.

No. A246-6, In color . . . \$5.00

### The Story of George Washington



(In color)  
(28 frames)

A dramatic visual presentation on the life of "The Father of Our Country." Beautiful illustrations (captioned) show the early years of Washington, his private life, army life and as the first President.

No. A246-3, In color . . . \$5.00

## Shrines and Symbols of American Democracy (S.V.E. Color Slideset)

10 beautiful color slides—Lincoln Memorial, Statue of Liberty, etc.—each shows a subject or event closely associated with American History.

No. VU3H, complete set with manual . . . \$5.00

## SAFETY AND FIRST AID The Basic First Aid Series

(16 black and white—3 in color) (Silent or sound)

A new filmstrip series visualizes a complete first aid course suitable for all groups. Produced by Crawley Films for Canada's famed St. John's Ambulance Corps.

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## SPEECH

### These Untrained Tongues (In color) (50 frames, average)

A new series of 3 filmstrips with manual on speech defects. A "must" for teachers, clinical workers and parents. Produced with Creative Graphics—U. of Denver.

No. A1575, complete set with manual . . . \$19.50

To order the above material and for a complete listing of titles in The World's Largest Library of filmstrips and slidesets, see your Audio-Visual Dealer or write direct.



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## OUR MISS BROOKS

IN recognition of meritorious service to Public Education and thereby to American youth and the teaching profession, Dr. Lionel DeSilva, executive secretary of California Teachers Association, Southern Section, recently presented the CTA-SS "Certificate of Recognition" to Eve Arden, as Hollywood chairman, radio industry, for its participation in American Education Week. Dr. DeSilva made the presentation to the actress on her coast-to-coast CBS show, "Our Miss Brooks."

In accepting the award, Miss Arden said, over the air, "I guess the best way I can accept this award is by remaining our listeners that during American Education Week, we are all invited to visit the schools and become better acquainted with the teachers, so that we can understand the



vital role that public education plays in our democracy.

"Remember, the public school teacher plays an important role in your child's future. He not only guides the child in growth towards maturity, but prepares him to be socially and economically competent in the school, home, and the community, and to be a responsible member of society."

## NEW BOOKS AND AUDIO-VISUAL AIDS

Your Ticket to Popularity — Good Manners, is an attractive 48-page illustrated pamphlet developed for teen-agers, by the Boy Scouts and Girl Scouts. Available locally throughout the country from their organizations; 10c per copy; it gives much practical help, in an entertaining way, to young people eager to know the right way to do things, the basic factors of socially accepted manners, and how to be popular and well-liked. Harry K. Eby is national director of school relationships, Boy Scouts of America.

Setting Up Your Audio-Visual Education Program, an important new handbook for principals, prepared at request of Secondary School Principals Association of California, published by Stanford University



## What Good is a "PAY RAISE" if You Lose It?

In the joy of getting a "pay-raise" don't overlook the need for making sure you don't lose it. A single bad accident, one severe illness or even prolonged quarantine might wipe out all you have gained by your "pay-raise" and many more dollars, too. So don't take the chance of being unprotected, when you can be safe under the T.C.U. Umbrella at a cost of less than a nickel a day. The coupon below will bring you all the facts. Send the coupon today.



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-----NO AGENT WILL CALL-----

Press, is distributed by Society for Visual Education, 1345 West Diversey Parkway, Chicago 14, Illinois; price \$1. This comprehensive guide, with its clever illustrations, amplified by terse copy, is divided into three sections: 1. organizing your visual aid program; 2. equipment and facilities; and 3. in-service teacher education.

**It's Fun to Find Out: Film-Story Books** by Paul Witty and the educational research staff of Encyclopaedia Britannica Films, is a useful new series of 8 illustrated booklets based on the sound motion-picture of the same name. Each is illustrated with attrac-

tive photographs from the film and is useful in many classroom situations. The titles are Three Little Kittens, Gray Squirrel, Shep, the Farm Dog, Farm Animals, The Fireman, The Mailman, The Food Store, A Day at the Fair; 32c each; published by D. C. Heath and Company.

**California history materials**, a series of typed lecture manuscripts, prepared by Emma M. Campbell, formerly of La Jolla, were presented by her to the Huntington Library, San Marino, Los Angeles County, and are available there for the use of thoroughly qualified teachers and students.

**Literature of the Americas and English and Continental Literature** are two beautiful new texts completing the Cultural Growth Series, published by Laidlaw Brothers, for grades 7-12. Literature of the Americas, 768 pages, price \$3.20, comprises 8 sections, — 6 on USA and 1 each on Canada and Latin America. English and Continental Literature, 800 pages, price \$3.28, provides a functional approach to an understanding of life in England and on the European Continent.

**Square Dances of Today and How to Teach and Call Them**, by Kraus, is an illustrated volume of 140 pages, with musical arrangements by Leonhard. This is a real how-to-do-it text and manual which enables most anyone to organize and conduct a square dance program; price \$3; published by A. S. Barnes, 101 Fifth Avenue, New York 3, N. Y.

**The Winston Social Studies Series** comprises, thus far published, Nancy's World, Tom's Town, and Other Places, all by Mary Willcockson. These are profusely illustrated and carefully prepared for the primary and elementary grades. Additional texts in this well-planned series of readers are in preparation. The John C. Winston Company has California offices at 408 West Pico Boulevard, Los Angeles 15.

**America Reads**—A brand new series of high school anthologies, published by Scott, Foresman and Company, are,—Good Times Through Literature, Book 1, by Robert C. Pooley and others, 576 pages; together with Guidebook, by William S. Gray and others, 336 pages; and accompanying Think-It-Through, Book 9 (workbook), by Gray and others, 96 pages; these are now ready. Publication of the 10th grade materials, Exploring Life Through Literature, the accompanying guidebook and workbook 10, will follow in the spring. Scott, Foresman has California offices at 533 Mission Street, San Francisco 5, and 186 West Waverly Drive, Pasadena 2.

**Our Animal Story Books** by Osswald and others, published by D. C. Heath and Company, comprise short, lively booklets, carefully graded, with rhythmic quality, and brightly-colored pictures on every page, make early reading successful and enjoyable. Children love these little books; to the 6 titles already published are now added The Little Crow and Shadow the Cat; 40c each.

**Freehand Drawing Manual**, by A. Reid Winsey, head of the art department, De Pau University, Greencastle, Indiana, is a fine big portfolio, 9 1/2 x 12 1/4, spiral binding, 161 pages, profusely illustrated. Address the publishers, Prentice-Hall, Inc., 16 First Street, San Francisco 5.

**Organization and Administration of Summer Public School Educational and Recreational Programs in Districts Within Metropolitan Areas of the United States**, is the title of a 48-page monograph published by California Association of School Administrators, 35 North Raymond Avenue, Pasadena 1; price \$1.25. Summary of a USC doctoral dissertation by Russel L. Lewis, this is a timely and extraordinarily useful report on nationwide experience with projects designed to extend the school services and the use of school facilities to an all-year program.

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## FOUR NEW FILMS

These films are 16 mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors. For those you are unable to locate, write to this magazine.

**Guardians of our Country's Health** 16 min. color, Frith Films. Shows with dramatic sensitiveness the responsibilities and methodical co-ordination at ports of entry for car, boat, or plane, of four government services: public health, immigration, customs, and department of agriculture. Students gain respect and admiration as they follow the thoroughness and diplomacy of the officials. Valuable for vocational information, for classes in social studies, science, English, in upper elementary to adult levels.

**Printing Through the Ages.** 14 min. Encyclopaedia Britannica Films. Making a potato print, familiar to students, illustrates the basic technique used in all printing. Then, from earliest methods of imprinting a seal on clay or wax the development is traced as it follows the impact of the Renaissance and Gutenberg's movable metal type (as if you were reasoning and inventing with him), the Industrial Revolution, and modern improvements in today's complicated and specialized machines. Classes in printing, journalism, English, economics, and social studies find social meaning emphasized in the story of technological advance.

**How Honest Are You?** 15 min. color also, Coronet Films. The problem handled realistically involves conflicts showing that being honest is more than telling truth. The coach helps the teen-aged gang analyze the situation and phrase rules for future use. Using good appreciation of human values the film forcefully appeals to high school and adult groups in psychology, social studies, family life, and guidance.

**Let's Read Poetry** 10 min. Bailey Films. Audience participation is invited in reading Rossetti's "Who Has Seen the Wind," Longfellow's "Rain 'in Summer," and Riley's "Brook Song." Thirteen-year-old Tommy gets ideas on improving his reading to add enjoyment and understanding. So, too, will students, both younger and older, who see and hear this film.

## NEW BOOKS FOR STUDENTS

By Laura B. Everett, Oroville

**Monsters of Old Los Angeles, The Prehistoric Animals of the La Brea Tar Pits,** by Charles M. Martin, illustrated by Herb Rayburn. The story of the struggles of the huge animals of the Pleistocene Age around the treacherous La Brea pits, where so many of their remains have been found, is entertainingly told from the viewpoint of the raccoon, which has come down almost unchanged from that far-off time. Viking; \$2.50.

**Young Thack** (Life of William Makepeace Thackeray), by Jean Gould; illustrated with Thackeray's original sketches. An excellent and interesting biography which all young people will wish to read. Houghton, Mifflin; \$3.50.

**Kenilworth,** by Sir Walter Scott; adapted by Alice C. Cooper and Agnes A. Frisius. This very excellent edition of Scott's most popular novel is well suited to the high school student and also to the general reader. The brief sketch of the life of Scott and the questions on the novel are valuable aids to the study of the book. Globe Book Company; \$1.76.

**The Picture Story of Hawaii,** by Hester O'Neill; pictures by Ursula Koering. An attractive volume, within the reach of Junior High School; marginal pictures in color; glossary of Hawaiian words with pronunciation. McKay; \$2.50.

**The Story of Virginia,** by Edna Turpin; illustrated by Luther Coleman Wells. A comprehensive and informative story of Virginia from its beginnings; excellent pictures; for junior high, up. Random House; \$3.50.

**Bill and His Neighbors,** by Lois Fisher. A rollicking story of how Blossomville

Junior High School studied the question of Prejudice. Very well done and with "food for thought." The author is a noted cartoonist and the book is illustrated with cartoons. Houghton Mifflin; \$1.75.

**History Can Be Fun,** by Munro Leaf; the sixth book in his series in which Munro Leaf has found fun. He does manage to stir interest in subjects not considered to be exciting. The cartoons with which he illustrates his books help in that direction. Very worth while. Lippincott; \$1.75.

**Cinderella,** illustrated by Roland Pym, and **Ali Baba and the Forty Thieves,** illus-

## New Horizons in Teaching

Suggestions we hope you will find helpful and interesting

## Exciting Way to Help Them Enjoy Letter Writing

School boys and girls will have many occasions in their lives, which require letter writing. And here's new, simple instructional material that makes letter writing fun.

This material is from the non-profit organization, Young Friends Around The World. They have originated a new kind of inexpensive greeting card service for ages eight to seventeen.

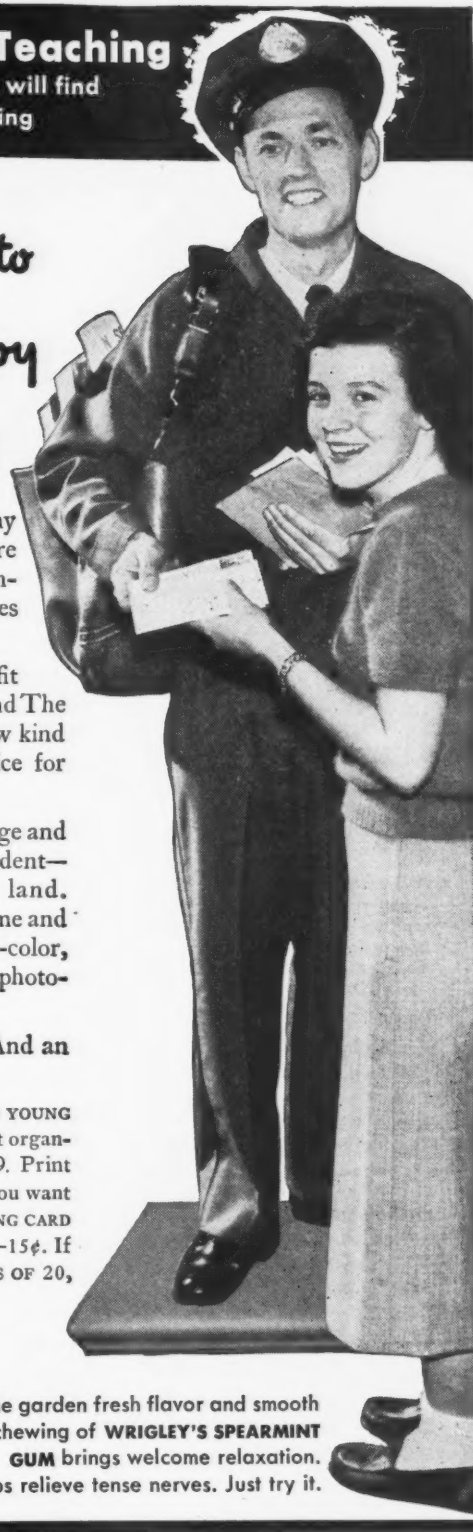
You send in your name, address, age and tell where you want a correspondent—anywhere in U.S. or a foreign land. Greeting card will be sent. Too, name and address of new chum. Card, in 3-color, has place for your letter, your photograph, etc.

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trated by Ionicus. These age-old favorites, new to each generation, are brought out attractively in the Peepshow Books with brief text telling the story. Houghton, Mifflin; \$1.

### For the Younger Ones

**Lucy's Christmas**, by Anne McIlroy; illustrated by John O'Hara Cosgrave II. A happy little story of the Maine woods. When the Brackett's home burned, Lucy and the boys gave up all hope of having any Christmas. But they did. How Christmas came to them is a heart-warming story full of interest. Houghton, Mifflin; \$2.

**A Pony for the Boys**, by Sanford Tousey. Oliver was always thinking up something new to do. Peter always said, "I can't." But Oliver finally got Peter to working with him. How they got their pony is

worth reading about. Houghton, Mifflin; \$1.75.

**Pawnee**, by Thelma Harrington Bell; illustrated by Corydon Bell. "Pawnee was a Buckskin Brave. Everyone thought he was just a doll," Pawnee did things for which Bobby was blamed. The story grows exciting when Pawnee runs away and joins a Wild West Show. A charming fantasy; good enough to be real. Charming pictures. Viking; \$2.

**Pete's Puddle**, by Joanna Foster. Jolly expression of how a child enjoys a mud-puddle. Of great interest to the very young. Pictures in color. Houghton, Mifflin, \$1.25.

**A Walk in the City**, by Rosemary and Richard Dawson.

"And while Daddy's at work we go walking, My Mommy, my wagon and me."

Easy rhyme and attractive color pictures; for the very young; Viking; \$2.



Two changes in school administration not reported in the December issue of this magazine:

Robert Malone of the Hopland (Mendocino County) union high school faculty was elected principal of the school for the 1950-51 school year; he replaced Harvey Ferris.

James F. Lindsey, formerly teacher at Anderson Valley high school, was elected principal of the Hopland union elementary school; he replaced Frank Schieber.

**International Friendship League** is an educational organization to promote better understanding among the youth of the world through personal pen friendships and travel exchanges; non-profit, non-commercial, non-sectarian. Especially active in California, the League reports, are Burroughs High School in China Lake, Horace Man School in Los Angeles, and schools in Richmond, Santa Clara and Santa Monica. Numerous members are also in Glendale, Long Beach, Los Angeles, Norwalk, Oakland, San Francisco, Walnut Creek and Whittier. Officers of NEA and US Office of Education are members of the national advisory committee. Executive Secretary is Edna R. MacDonough; address, 40 Mount Vernon Street, Boston 8.

**Harry Gerdes**, teacher, Kearny Junior-Senior High School, Linda Vista, San Diego, holds an authenticated record of 30 consecutive years of service as a public school classroom teacher without ever having missed a day of school. He taught in El Paso, Texas; Cleveland, Ohio; Morenci, Arizona; and from 1945 to date, in the San Diego public schools. Throughout these 3 decades of faithful service, he was never absent from work for any reason. Congratulations upon this magnificent record!

### AUDIO-VISUAL EDUCATION

"IMPROVING Instruction Through Cooperative Effort" is the theme of a joint conference of Audio-Visual Education Association of California and California School Supervisors Association, San Joaquin Valley Section. The conference will be held in Fresno, Feb. 2-3, according to Raymond E. Denno and Miss Blythe Monroe, presidents of the respective associations.

In commenting on the first joint meeting of the two Associations, held in San Francisco in 1950, Dr. Roy E. Simpson, Superintendent of Public Instruction, said, "... It is significant that the members of these two organizations have planned a joint meeting. Much will be gained toward a better understanding of their responsibilities in this common effort to improve instruction."

Educators realize that enrichment of curriculum through the use of audio-visual

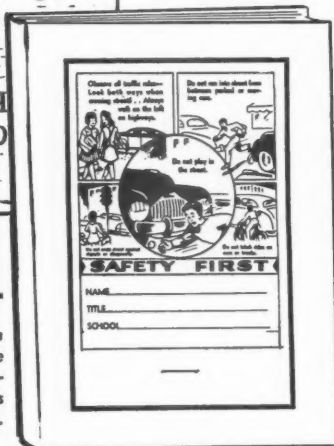
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materials and techniques is a common goal of all supervisors and departments within the educational system. Consideration of this common goal will assemble administrators, supervisors, teachers, and all others who are interested in education to Fresno. —Mrs. Helen M. Smeltzer, San Diego, Chairman of Publicity.

## NORTHERN SECTION NEWS

**T**HE Section Council will meet in Sacramento on January 20. Important amendments to the By-Laws will come up for final action. The first states: "Any elected representative who is unable to attend a Section Council meeting shall notify the President in time for an alternate to be appointed. Failure to so notify the President, shall be grounds for the declaring the office of such a representative vacant."

The second one states: "Any elected representative who sends more than one proxy to the Council in a year, may, at the pleasure of the Executive Board, lose his seat on the Council."

The officers of the Section are attempting to get information concerning the proposed increase in CTA dues into the hands of every Section member. All who have not received such information are asked to contact their Local Presidents, their County Superintendents, or the Section Secretary, and material will be supplied to them.

It is important that the teachers give a reasonable consideration to this matter before the State Council meeting in April when it comes up for final consideration. —R. W. Everett, Sacramento, Executive Secretary.

**The National Teacher Examinations**, prepared and administered annually by Educational Testing Service, will be given February 17, 1951, at testing centers throughout the United States. Application forms and a bulletin of information may be obtained from college officials, school superintendents, or directly from National Teacher Examinations, Educational Testing Service, PO Box 592, Princeton, New Jersey.

**Montecito School for Girls**, Homer F. Barnes, headmaster, announces two new conference centers in California. —Montecito Conference Center and Montecito-Sequoia Conference Center. Interested persons may obtain an illustrated 4-page bulletin giving details. Address Dr. Barnes at 420 Hot Springs Road, Santa Barbara.

## LEGIONNAIRES-SCHOOLMASTERS

**A**MERICAN Association of School Administrators convention is to be held in Atlantic City February 17-22. The Legionnaires-Schoolmasters will have a breakfast which will be addressed by Dr. N. E. Holt, past president of the National Education Association. I hope you can announce this fact in the CTA Journal so that California administrators who may attend the convention will know of this breakfast.

The breakfast will be held in Chevy Chase Room, Marlborough Blenheim Hotel, at 7:30 a.m. on Monday, February 19; price, \$2.

Stanley F. Dunmire, Department Com-

mander of the American Legion, State of California, has appointed as members to the State Department of Education Liaison Committee, —Clarence E. Spencer, San Rafael; Arthur Lindborg, San Francisco; Herbert D. Gwinn, Sacramento; Dexter Maddox, San Diego; and myself as chairman.

The function of this committee is to bring about a closer cooperation between the American Legion and the public schools. Commander Dunmire assures me that the American Legion is ready and willing to support the public school function in California at all times. —Earl Edmondson, Chairman, American Legion Department of California-State Department of Education Liaison Committee; Principal, Grayland Avenue School, Norwalk, Los Angeles County.

## CTA LOCAL CLUB CHAPTERS

**O**NE hundred and eighty local teachers clubs are now affiliated chapters of California Teachers Association, under charters issued by the CTA State Board of Directors.

The Board, at its meeting of December 8, issued the following charters:

177. Exeter Teachers Association.
178. Claremont Faculty Club.
179. Maricopa Faculty Club.
180. The Selma Elementary Faculty Club.
181. Hanford Elementary Teachers Club.

## How to make good readers out of poor ones

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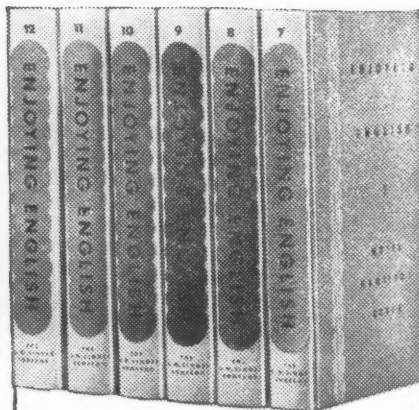
Dear Editor:

We are enclosing an article which appeared in our organization's bulletin. Miss Whetstone has given me permission to send this article to you, because many of the teachers here in Salinas High School feel it is worthy of consideration for inclusion in CTA Journal.

The editor of our bulletin has secured a series of articles from outstanding senior students and we will print these in our bulletin at a later date.

Cordially yours,  
Emily Gunton  
President

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## From Our Side of Your Desk

**T**EACHERS is people, too" . . . Sometimes we forget; sometimes you do. When we forget, we may say things to you that we wouldn't dream of saying to our friends, or enemies, or parents. When you forget, you are apt to become tyrants, and do not hesitate to let us know that you are far superior to us (we are people, too) in every thinkable way.

From the time we enter the first grade, the **TEACHER** is a big thing in our lives. Around Miss Jones, who lost her temper a lot; Miss Smith, who was even nice to that boy who said the awful things to her, and Mr. Black, who treated us like kids even when we were sixth graders, we formed seemingly unshakable opinions of teachers in general.

By the time we reach high school, our teachers are often the innocent victims of these early and firm impressions, whatever they may be. A student who likes grammar school usually likes high school; unfortunately, the student who has hated grammar school carries his dislike into high school.

High school teachers sometimes are fitted conveniently into three categories by their students: (1) Teachers who are "Teachers"; (2) Teachers who are inspired teachers; and (3) Teachers who are Friends. Those who fall into the first category are placed there because somewhere along the line they fail, in our eyes, to do their job, or rather what appears to us to be their job.

The teacher who will be your "friend" (but please don't presume to be his), the teacher who thinks his life-work is cutting adolescents down to size, the teacher who must have a whipping-boy to serve as an object-lesson, the teacher who doesn't seem to care if you like his course or not—all sit side by side on the shelf marked "Teacher."

### The Inspired Teacher

The inspired teacher need not like his students, nor be interested in them except in relation to his class, but he loves his subject and enjoys teaching it. No matter what his attitude toward them, he generally holds their respect. Since he places his subject above himself, so do students. The subject-matter, not the teacher, is on trial before the class.

Almost any teacher could be a friend; but for some reason very few are. All it takes is an honest interest in students as individuals and the patience to take the student's interest in the teacher. The teacher who understands when things don't go too well at home, or can tell when you have tried, or notice when the light has dawned and a student suddenly has an understanding of a subject, become "personalities" in a student's mind.

### What We Want

High school students are extremely unreasonable. We expect to be understood, liked, and treated on an equal footing by everyone who comes in contact with us. We want to be judged not only by what we accomplish, but on what we are capable of accomplishing—we expect all this from you. And by these admittedly unreasonable expectations, we, the students, judge you, the teachers.

Lois Whetstone,  
Senior Student,  
Salinas Union High School

The 1951 spring convention of the California Industrial Education Association has been set for April 13 and 14, at Long Beach. A recent meeting of the CIEA executive council determined that "Safety" would be used as the general theme of the convention. This theme will be carried out in all commercial exhibits. Pre-convention committee work will bring safety contributions to this state-wide meeting of shop teachers and administrators.

A charter for each local CIEA chapter is now being developed, by the executive council, for the dual purpose of definitely identifying each local organization and as an aid in solidifying over-all state organization. The executive council meeting held at Fresno in November, was presided over by the new state president, Dale Walfron. Dale is Director of Adult and Vocational Education, Hayward High School District.

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## RUDOLPH FISCHER HONORED

**RUDOLPH FISCHER**, retired principal and teacher at Bonita Union High School, Los Angeles County, was honored guest at a recent testimonial banquet in San Dimas, with approximately 100 guests present.

Mr. Fischer retired as principal at Bonita with an enviable record of 36 years service there as teacher and principal. He left Bonita to accept a position as associate professor of science at La Verne College.

Many high tributes were paid Mr. Fischer at the banquet by former pupils, administrators and coworkers in the profession.

A resolution recently passed by the Bonita Board of Trustees was read by Walter Kryder, president of the board. The administrative building at Bonita will be

called the Fischer Building and Mr. Fischer was elected as Principal Emeritus. A congratulatory letter was read from Dr. Robert Gordon Sproul, president of the University of California. He was a classmate of Mr. Fischer in the graduating class of 1913. A letter was also read from Dr. Harold Fasnacht, president of La Verne College.

Mr. Fischer, a native of California, received his early education in San Diego County; during his 36 years of service at Bonita he has served as teacher of agriculture, teacher of science, leader in Hi-Y work, and principal.

Mr. Fischer is contributing two daughters and a son to his chosen profession. — Madge Fischer is teacher of home economics at Bonita; Enid Fischer is associate professor of physical education at La Verne College; and Robert Fischer is an assistant to the superintendent in the Norwalk Schools. A second son, Walter Fischer, is engaged in farming at La Verne and his wife is a teacher.

R. E. Walker, district superintendent at Bonita, presented a slide projector to Mr. Fischer as a gift of appreciation from those present at the banquet. Evron Karges, secretary of the San Gabriel Valley Y.M.C.A., presented Mr. Fischer a certificate of recognition and service pin for his many years of work as leader of Hi-Y groups.

Pasadena Alumnae Chapter of Pi Lambda Theta recently was hostess at the Founders Day Luncheon held in the Ball Room of the Hotel Huntington, Pasadena. All Southern California Council Chapters were represented by their presidents, members and distinguished guests, wellknown in the field of education.

Lorene Fritch, president of the Pasadena Alumnae Chapter, presided and presented national honorary guests: Dr. Mary Sinclair Crawford, Katharine Lee Carey, Dr. Clara Schmitt.

The co-ordinator of counselling and guidance for the Pasadena City Schools, Anna L. Davis, served as toastmaster and presented the speaker of the afternoon. Mrs. Jane Hood, co-ordinator of general education, Pasadena City Schools, who spoke on, The Role of the Teacher in the Community.

Mrs. Frances Ohlheiser presented a tribute to the Founders and songs were sung by Sally Hazzard, student at Pasadena City College. Hail to the Founders, Pi Lambda Theta hymn, was accompanied by Mrs. Evelyn Lowe.

## In Memoriam

### Frederick Curtion

**C**OLLEAGUES, current and past, were shocked to learn of the sudden death of Frederick Curtion, 55-year-old music supervisor at Richland School in Shafter, Kern County. Curtion died November 3, the apparent victim of coronary thrombosis and the lingering effects of a pneumonia attack of last year.

He is remembered at Shafter by fellow teachers, townspeople, and by his students, for his musical ability, his teaching skill and patience, his organizational knack, and above all, for his love and understanding of children.

Born in Oklahoma in 1895, Curtion served in the Armed Forces in World War I; in 1922 he was awarded his Bachelor of Arts degree from Oklahoma Normal School. Five years as high school principal and history teacher in Ottawa, Oklahoma, were succeeded by a B.Sc. in Education in 1928 from Northwestern State Teachers College at Tahlequah, Oklahoma.

He served as city supervisor of music in Starke, North Dakota, until 1936; from 1936 until 1941 he was superintendent of schools in Thompson Falls, Montana; he was awarded a Master's in 1937 from Sherwood Music School, Chicago. Returning again to more direct contact with his first loves, music and direct teaching of children, he served as superintendent and music

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teacher in Lincoln, Alamo, and Eureka, Nevada, until 1946.

During the four years he served at Richland School in Shafter he organized student participation in instrumental music from a beginning of some 30 pupils in the instrumental program to its present peak of well over 200 children, or over 10 per cent of the school population. He was also a moving spirit in the classroom music program and in local professional in-service and extra-curricular activities. At the time of his death he was treasurer of Richland Teachers Club, the local CTA and NEA affiliate.

His philosophy was simple and direct: he thought all children should be given the opportunity to appreciate and, if at all possible, to participate in music and music-making. His interests were wide; he was a perennial student at in-service teacher education classes; and his reading ranged from metaphysics to modern arts and sciences. His contribution was greatly appreciated, and his loss is deeply felt. He was a success in every sense of the word. — Harmon L. Thompson, Shafter.

*Mrs. Louise Stephens*

**M**R. LOUISE STEPHENS, one of Sweetwater Union High School's most beloved teachers, died on November 6, 1950. She was born in Denver, educated in Denver, graduated from Sweetwater as valedictorian of her class, was granted her AB degree and her general secondary credential from University of California, Berkeley.

She had taught speech for a number of years, but her last assignment was as teacher of English and family living and as senior counsellor. Her principal, Allen A. Campbell paid her this tribute:

"Mrs. Louise Stephens was counsellor, teacher, and friend to every student and faculty member with whom she worked. She was loved, admired, and respected for her unselfish and untiring devotion to the task to which she had dedicated herself — the education and guidance of youth

"Students of Sweetwater Union High School will long remember Mrs. Stephens for her qualities of personality and leadership. During the 17 years that she was a member of this faculty an untold number of students have been endowed with the active desire for personal achievement and like numbers encouraged to still greater accomplishments through her genuine interest in the problems of her students. Members of the faculty will remember her for the sincerity that she maintained in all professional relationships. Her vital interest in all matters of value to school and students served to encourage and stimulate growth in all those phases of school life that make for the maintenance of a good school and the development of worthy future citizens." — Sent in by Mrs. Helen R. Berger, Teacher of Journalism, Sweetwater Union High School, National City, San Diego County.

*Myrtle Field*

**I**N the passing of Myrtle Field the Santa Monica City Teachers Association suffered a real loss. Few teachers, however, have left behind them so much in the way of lasting influence and continuing achievement as did Myrtle Field. She was elected to the Association presidency as an elementary teacher, from McKinley School, in 1943 and served two terms.

Building on the sincere efforts and progress made by her predecessors, she achieved a degree of solidarity and professionalization for the Association that not only topped the past, but laid a broad and firm base upon which the Association has continued to grow.

Her influence was felt in the State Association, where she helped to start the Camp Seeley program, which has become increasingly popular.

Some of you will recall that I was elected to the S.M.C.T.A. presidency without having served on the Executive Board and that my immediate predecessor was on leave of absence, so that it fell to Myrtle Field to serve as my source of advice on almost everything, from protocol to who best could serve on this or that.

As things progressed with the Association she took keen delight in the progress. Here she was especially served by the teachers and by Mrs. Anderson at Lincoln Junior High (where she had been transferred during her presidency), who during her protracted illness kept her informed of the doings of the Association.

Not only for his common interest with her in the profession, but for his loving care and efforts for her physical wellbeing we can be very grateful to Royal Field, her husband, a teacher in Roosevelt High School in Los Angeles.

She received her schooling in St. Louis and graduated from Washington University there. She taught in the St. Louis schools for two years, coming to California in 1928. She taught in Santa Monica from 1929 until her retirement in January 1950, being on sick leave the past several years because of arthritis. — J. Stanley Brode, Santa Monica.

## "It's News to Me"

THESE announcements by manufacturers of new products are of professional interest to educators. You may compare these items with others to be found in your school supply store. If unable to find them locally, write to this magazine.

**Three Number Wheels** to make it fun for little folks to easily learn addition, subtraction and multiplication. Each wheel teaches one subject, and because the only answer which can show is the correct one, there can be no error. The game aspect for school and home will stimulate interest and faster learning. Wheels 25c each plus 10c on each order to cover mailing costs, quantity discounts on school orders.

**Westone** is an antiseptic floor treatment with bacteriostatic properties. Has also been used successfully on blackboards, chalk rails, bookshelves, desks, Venetian blinds and other equipment. Because it keeps the air free from dust, it prevents cross-infection where children are crowded into relatively small areas.

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## COMING EVENTS

January 1, 1951 — New Year's Day.

January 3-5 — State Department of Education, Division of Instruction; divisional conference. Sacramento.

January 5 — California Association of Public School Business Officials, Southern Section; monthly meeting. Los Angeles.

January 5, 6 — California School Supervisors Association, Central Coast Section; regular meeting. Asilomar.

January 6 — School Library Association of California, Southern Section; book breakfast. Manning's, 319 West Fifth Street, Los Angeles.

January 6 — CTA Central Section; advisory committee meeting. Fresno.

January 8 — California State Legislature; opening of the 1951 General Session at Sacramento.

January 10, 11 — California Congress of Parents and Teachers; State Board of Managers meeting. San Francisco.

January 10-17 — National Conference for Elementary Physical Education. Washington, D. C.

January 12-13 — California Agricultural Teachers Association; Governing Board meeting. Fresno.

January 13 — California Industrial Education Association, Southern Section; fall convention. Ontario.

January 13 — California Association for Health, Physical Education and Recreation, Southern Section; 14th annual fall conference. Anaheim.

January 13 — CTA Southern Section Council; regular meeting. At the Section Headquarters, Los Angeles.

(Continued on Page 32)

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## COMING EVENTS

(Continued from Page 31)

**January 18-20** — Southwest Council on the Education of Spanish Speaking People; conference. Los Angeles.

**January 19** — CTA Northern Section Executive Board; dinner meeting. Sacramento.

**January 19, 20** — National Commission on Teacher Education and Professional Standards; regional conference. Phoenix, Arizona.

**January 20** — CTA Central Section Council; regular meeting. Fresno.

**January 20** — CTA Northern Section Council; regular meeting. Sacramento.

**January 22** — School Library Association of California, Southern Section; regular meeting. Compton Junior College Library.

**January 25-27** — Conservation of Natural Resources; 2nd regional conference. University of California campus, Berkeley.

**January 27** — CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

**February 1-3** — California Young Farmers Association; annual convention. Redding.

**February 2, 3** — Audio-Visual Education Association of California and California School Supervisors Association (San Joaquin Valley Section); 2nd annual joint conference. Fresno.

**February 3** — CTA State Board of Directors; regular meeting. San Francisco.

**February 3** — School Library Association of California, Southern Section; book breakfast. Manning's, 319 West Fifth Street, Los Angeles.

**February 3** — California Association for Childhood Education; Southern Section meeting. Glendale.

**February 9** — California School Supervisors Association; Bay Section meeting. Claremont Hotel, Berkeley.

**February 10-14** — National Association of Secondary School Principals; 35th annual convention. New York.

**February 10-15** — Association for Supervision and Curriculum Development; annual convention. Detroit.

**February 12** — Lincoln's Birthday.

**February 14** — Valentine's Day.

**February 15** — Susan B. Anthony Day.

**February 16-18** — NEA Division of Travel Service; National Council for Education Travel. Atlantic City.

**February 16-20** — National School Boards Association; annual convention. Atlantic City.

**February 17** — California Agricultural Teachers Association, Southern Region; spring meeting. San Dimas.

**February 17** — California Elementary School Administrators Association, Southern Section; regular meeting. Anaheim.

**February 17** — National Teacher Examinations given at testing centers throughout USA. For details address Educational Testing Service, P.O. Box 592, Princeton, New Jersey.

**February 17-18** — California Association for Childhood Education; state conference. San Jose.

**February 17-22** — American Association of School Administrators; annual convention. Atlantic City.

**February 18-21** — NEA Department of Audio-Visual Instruction; conference. Atlantic City.

**February 19** — National School Public Relations Association; winter meeting. Atlantic City.

**February 19-21** — NEA Department of Elementary School Principals; winter meeting. Atlantic City.

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